

Kirk Smeaton CE Primary School

‘Let God’s love shine as we care for each other and learn together.’

3-year period covered by the plan: 2022-2025

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Kirk Smeaton CE Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the school will address the priorities identified in the plan.

Information from pupil data and school audit

Kirk Smeaton CE Primary School is a half form entry school, spanning Nursery to Year 6. The majority of children who attend the nursery go on to attend Reception. Initial information to establish the profile of the pupils in Nursery and their needs is gathered by school staff. The information is collated prior to starting school by:

- Home visits
- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers

Annual questionnaires are sent to parents asking for information on a range of areas including disabilities. The parents are asked to explain how school could help in addressing the needs of the child who is attending Kirk Smeaton CE Primary School. This feeds into and informs the points for action including :

- Written information
- Physical environment
- Curriculum access

Information Gathering in relation to the recruitment, development and retention of disabled employees

Kirk Smeaton CE Primary School follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

Views of those consulted during the development of the plan

The Kirk Smeaton CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by The Local Authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted.

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. See Appendix B. From the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the three phase leaders to lead their teams and ensure that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all of the pupils. This informs the;

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated.

Data is stored centrally by the SENCo on each child to inform the accessibility requirements of the school.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

The main priorities in the school's plan

1. Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of each teacher to ensure that the needs of all of the pupils are met.

A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision.

Where necessary outside agencies are contacted for specialist support eg. EMS services.

All classrooms are able to access the outdoor environment through exits which have wheelchair access.

See action plan for increased access to the curriculum.

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- ✓ Kirk Smeaton CE Primary School main classrooms are on a single level. There is disabled access from each classroom to the outside footpaths and yard area. There is an area of the old building which a step into the kitchen (staff only) and an upstairs area for staff.
- ✓ The hall is accessible from outside and has wheel chair access.
- ✓ There are 2 designated disabled toilets (one in school and one in the hall).
- ✓ Parking is available opposite the school.
- ✓ The school has internal emergency signage and escape routes are clearly marked.

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- ✓ All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.
- ✓ The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- ✓ Preferences of parents will be taken account of.
- ✓ See action plan for increasing the accessibility of written information.

Making it happen - Management, coordination and implementation

- ✓ Kirk Smeaton CE Primary senior management team e.g. Headteacher, School Business Manager and Governors will ensure that the Accessibility Plan is managed and implemented.
- ✓ The Headteacher and School Business Manager will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of
 1. Increasing the accessibility of written information
 2. Increasing the accessibility of the physical environment
 3. Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Development Plan.

The School Accessibility Plan will be shared and coordinated with other services and agencies e.g.

- ✓ With the LA's accessibility strategy
- ✓ Social services
- ✓ Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors, Headteacher and School Business Manager will work closely with the Local Authority.

The attached action plans set out the priorities set by the school to improve accessibility of Kirk Smeaton CE Primary School under the headings of

- ✓ Increasing accessibility to written information
- ✓ Increasing accessibility to the curriculum
- ✓ Increasing accessibility to the physical environment.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum Policy
- Special Educational Needs Policy

Accessibility Plan & Disability Equality Scheme Activities

School: Kirk Smeaton CE Primary School

Date: 2022-2025

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme					
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	Head Teacher GB staff	Governor minutes
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Head Teacher SENCO GB staff	Governor minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Phase meeting Update SIMS to use Arbor (May 22) Pupils' views survey	Phase Leaders Admin Team	
2. Promoting curriculum access for disabled pupils and adults					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Head teacher	Extra-curricular Log

School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff Head teacher	Learning Walks
Training and awareness raising of disability issues for staff, governors , parents and pupils	Whole school community awareness of the issues relating to access within school	ASD training Sept 2018	Understanding of differing needs and disabilities	Head teacher	Training records Evidence of parental participation
Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	Head teacher SENCO	Children have access to ICT equipment to help them with the recording of their work
3 Improving the physical environment of the school and its services					
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Head teacher SENCO	Health and Safety Walk rounds

Provide pathways to travel around the site.	All children and adults in wheel chairs can access all parts of the school		Specialist support from outside agencies	Head teacher	Health and Safety Walk rounds
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members	Head teacher All Staff SENCO	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
Ensure that children have a calm place to regulate.	All staff are aware of the areas around school that are a positive place for children to access if they require support with regulation.	Reviewed annually.	Support from SEMH.	All staff	Make sure the areas are accessible.
To ensure that all classes are safe when a child may be in crisis.	All staff are aware of lock in and down processes and these are communicated in the lockdown policy.	Reviewed annually	Look at adding internal locks for all doors. Padlocks as well as key codes on all external main gates. Fob system on the door that connects for admin office to the main part of school.	Headteacher and staff	Monitor areas regularly.
4 Improving the quality of information for and about disabled pupils and adults					
Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	ongoing	Specialist resources and support from outside agencies	Head teacher Admin Team	Feedback indicates delivery of school information to parents/ carers /school community improved

Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	ongoing	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print	Head teacher Admin Team	Copies of information kept on file
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	ongoing	SIMS training Staff meeting Update Arbor Pupils' views survey	Headteacher Admin team SENCO	Annual updates