



# The King's C of E Primary Academy

## Accessibility Plan

Reviewed: April 2022

Update: April 2025

At The King's C of E Primary, we have created a community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, enjoying their achievements and making a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all so that they may feel secure, valued and successful experiencing life in all its fullness and 'Living well together' Romans 12:4:5

### **Living Well Together**

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

### **Our Mission is to ensure that:**

- ✓ All children develop the knowledge, skills and character to live happy, healthy and successful lives
- ✓ All children are respected and treated with equity
- ✓ All children are taught to be resilient and aspirational, encouraging them all to achieve their full potential
- ✓ All children know that they have a positive role to play in the world and that their contributions are valued in the community
- ✓ All children are encouraged in their personal, moral and spiritual development within a Christian framework.

### **Introduction**

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for pupils with a disability.

Within the terms of the Act, the term 'disability' is defined as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette’s Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after ‘school’ clubs, leisure, cultural and sporting activities, and school visits.

This plan sets out the proposals of leaders to increase access to education for pupils with a disability in the three areas required by the Equality Act:

- increasing the extent to which pupils, and particularly those with a disability, can participate in the school curriculum.
- improving the environment of the school to increase the extent to which any disabled pupils can take advantage of education and associated services.
- improving the delivery to pupils with a disability information which is provided

Leaders also recognises its responsibilities towards staff with a disability and will:

- monitor recruitment procedures to ensure that all people with a disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustments to enable staff to fully access the workplace.

It is a requirement that the school’s accessibility plan is resourced, implemented, and reviewed and revised as necessary. This plan may be reviewed in consultation with.

- parents/guardians of pupils
- staff
- governors
- external partners
- the Multi Academy Trust

## **Complaints**

- Parents/guardians and staff have access to the school’s Complaints Procedures
- Pupils can always discuss concerns with their teachers, teaching assistant or the Head Teacher.

## The King's C of E Primary Accessibility Aims

### To continue to increase the extent in which disabled pupils can participate in the school curriculum

1. Regularly audit students who require SEN support ensuring a fully accessible and differentiated curriculum with resources that support learning.
2. Continue to provide training for all staff on how learning can be adapted
  - Provide training to all staff on how to ensure all pupils within each lesson are able to access the lesson content.
  - The SEN team to play an integral support and to work closely with teaching staff to ensure that all lessons are accessible to all students
3. Adaptive resources
  - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read and enable students with SEN to access lessons.
  - Use of ICT equipment and online tools to support students who have a disability or SEN.
  - Provision of overlays when required.
  - Provision of textbooks with coloured paper if and when required.
  - Where necessary training to be provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons.
  - Where necessary training to be provided to teachers of pupils with visual difficulties on the use of visualisers that can be used in lessons.
  - The SEN team to liaise with specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.
4. Ensure equal access for disabled pupils to school clubs, visits and extracurricular activities
  - Risk assessment and planning of trips to include accessibility references
  - Analyse and review extra-curricular activities to ensure inclusion of pupils with disabilities
5. Ensure that all pupils feel supported and included within the school.

At present we do not have any pupils who require a wheelchair for use around school.

## **Improving the physical environment of the school to increase the extent to which pupils with a disability can maximise their access to and from education and associated services:**

The school has level access to all teaching areas to facilitate movement between classrooms. A disabled toilet is accessible in the school. All teaching areas and outside are wheelchair accessible with wide doors and level thresholds.

### **Measures to ensure that the site is accessible to all**

1. Entry/Exit to/from the school
  - Main Reception and all the classrooms are low level access as the building is all on one level.
  - Corridors that link areas are wide and kept free of obstacles.
2. Lighting
  - This has been improved externally with new light fittings.
  - Internal lighting is sufficient.
3. Signage
  - Installed signage now using pictorial signs where required.
  - Signage is visible and appropriate placed
4. Decoration
  - The school is mainly decorated throughout in light shades. Trims are in contrasting colours
6. Toilets
  - Disabled toilets are available in the main entrance.

We will continue to carry out an annual access audit to improve the physical environment of the school. This will be carried out with-in 12months of the published date of the policy, see footer.

### **Improving the delivery of information to pupils with a disability and their families or to families with a disability**

1. Provide written materials in alternative formats (letters, the school website, electronic mail).

## Addressing Key priorities and targets

<b>Access for all: additional agency/staff support</b>			
<b>Objective: To ensure equality and equity for all pupils</b>			
<b>Action</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Action Needed</b>
Ensure that Social and emotional/trauma needs are met	Rachel Moffoot/Sarah Clarke/Colette Jeffery (SENDCO) Nurture lead	Motional snapshot analysis	Parental consent Referral to Early Help when relevant
Supporting pupils with poor co-ordination and or concentration.	Occupational Therapist/Physiotherapist/ SENCo/ SENCo Support TA/Class teachers	referral to occupational therapy	Parental consent/Referral to occupational therapy department if appropriate through observations.
Supporting pupils who display challenging behaviour	All Staff/Behaviour Support/Identified staff members for individuals with behaviour management plans.	Informal conversations with parents/ daily and or weekly logs sent home (communication book).	SEN support plan identifying behaviour/referral with parent's consent/observations/following CCRs
Supporting pupils with a Physical disability.	All Staff/Physical disability support services.	Class teacher re changes in physical ability.	Possible SEND Support plan /Referral with parental consent/changes as appropriate to environment etc.
Supporting pupils with a Medical condition/diagnosis.	Physical disability support services/Health Family Team/Other relevant medical professionals.	All Staff.	Care plan/information for all staff/medication with consent for administration as appropriate. Staff training as appropriate.
Supporting pupils with a Speech & Language difficulties.	All Staff/Speech & Language therapist.	Class teacher/SENCo/ Speech & language therapist.	Parental consent/referral to speech & language therapist.
6. Supporting pupils who are Pre -verbal	Class teacher/speech & language therapist/ Educational psychologist.	Class teacher/speech & language therapist/SENCo/SENCo Support TA/ Educational psychologist	Parental consent/referral to Speech & language/Ed Psychologist for observations.

7. Supporting pupils with learning delay	Class teacher/ SENCo/ SFSS/Medical professionals.	Class teacher/SENCo/SFSS	Parental consent/Observations/Referral as appropriate.
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## Access for all: Classrooms/written word

**Objective: To ensure equality and equity for all pupils**

Action	Lead	Monitoring	Action needed
All work to be adapted to meet needs of pupils using technology, pupil groupings,	All teaching staff	Headteacher	Planning monitored QA implementation
Identify additional needs of individual pupils eg by school targets criteria	HT/SENCo/class teachers	Assessment and subject leaders	Completed SEND grids
4. Ensure that all written work can be read. Use appropriate font on work sheets/coloured paper , writing resources.	All staff	English Subject leader	Provide appropriate materials each lesson
6. Ensure that all children children have an awareness of their individual targets.	All class teachers	SENCo	Talk through individual targets with staff
7. Use visual timetables for all the children.	All Class Teachers	SENCo/SENCo Support TA	Displaying a class visual timetable/individual pupil timetable as appropriate.

8. Use signs and symbols as appropriate.	All Staff in school	SENCo/SENCo Support TA	Appropriate training/assess to a copy of the signs and symbols documentation.
9. Help individuals with concentration and co-ordination issues	SENCo/SENCo Support TA	SENCo/SENCo Support TA/occupational therapist if appropriate.	Delivery of Fun Fit programme to identified individuals.
10. Provide support for children with EAL – additional reading sessions/language cards (if appropriate)/relevant support staff	All Class Teachers	SENCo/SENCo Support TA/individual class teachers	Provide language support for identified individuals. Use visual timetables/activity cards/word and picture cards.

#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

#### 5. Links with other policies

This accessibility plan is linked to a wide range of policies and documentation including:

- Risk assessments
- Health and safety policy
- Equality information and objectives statement for publication
- Special educational needs (SEN) information report