

Kelvin Grove Primary School



Accessibility Plan

2018-2019

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ACCESSIBILITY PLAN

1. School's Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The Definition of disability according to the Equality Act 2010:

“a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

In accordance with the Act the plan focuses on three 'key areas' to:

- (a) increase the extent to which disabled pupils can participate in the schools' curriculums;
- (b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

Purpose of the plan:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2. School aims and values:

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In drawing up this Accessibility Plan the school set the following priorities:

The Accessibility Plan will contain relevant actions to:

a) Improving Education & related activities- Curriculum

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, Educational Psychologists, Occupational Therapists and of appropriate health professionals from the local NHS Trusts to continue to support pupils with disabilities. The school will continue to give a positive portrayal of people with disabilities.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements, refurbishments of the site and premises, such as improved access, lighting, acoustics, colour schemes, and more accessible facilities and fittings. Improve and maintain access to the physical environment and emergency evacuation procedures are set up. To continue to improve accessibility to site for disabled service users including barriers to physical access for wheelchair users.

c) Improving the Provision of written information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Improving the delivery of written information for staff, pupils, parents and visitors with disabilities.

The school will continue to increase awareness of the ways in which parents of disabled children and young people can help support their learning and continue to improve pupil and parent access to written information.

The school will consult with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years.

As stated above, Kelvin Grove Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Kelvin Grove Primary School's Special Educational Needs & Disabilities (SEND) Information Report.
- Kelvin Grove's Safeguarding policy and arrangements
- Health & Safety policy

3. Review and Implementation:

The Accessibility Plan is reviewed annually by the Local Governing Body.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4. Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. Kelvin Grove Primary School will canvas the opinions of visitors through questionnaires which will be available on the school's web-site.

Additionally, events for parents and carers such as open evenings, information evenings, performances and meetings with teachers, will be held in accessible parts of the building such as the hall and classroom.

Where Kelvin Grove Primary School has been advised of specific disabilities, every effort will be made to meet the needs of parents and carers through individual liaison between the SENDCo and those parents/carers.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. Kelvin Grove Primary School will ensure that this is understood by transport companies it uses. This will be the responsibility of the member of school staff making the booking.

Election of Parent Governors

The election of parent governors will now be covered by the Equality Act 2010. Parents will continue to be invited to serve on the Governing Body in accordance with current practice and in line with the spirit of the Equality Act.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Improving Curriculum access at Kelvin Grove 2017- 2020:

Target	Strategy	Responsibility	Time Frame	Impact
Training for staff on increasing access to the curriculum for disabled pupils	Staff training on signing etc. On-going training on Autism	SENCO/ SEND Team ASD Team	In place and ongoing	No child is unable to thrive in their learning at KG due to any disability
Develop high quality intervention provision which enables all children regardless of need to thrive in their learning	Interventions planned out across phases High quality training of staff to run Provision mapping	SEND / Inclusion Team	2018-19	Provision across the school in terms of catch up intervention allows all children with SEND to make good or better progress
Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum Complete schools environmental audit National Autism standards environmental audit Trips risk assessments	Inclusion team SLT	In place and ongoing	All children are able to access all areas of the curriculum when reasonable adjustments are made
To ensure the school develops the whole communities awareness of disability	Ensure there are some learning resources that show positive examples of peoples with disabilities	GB	In place and ongoing	Programme of training and CPD for all staff builds up awareness of disability and how schools can adjust and adapt to allow children to flourish
Build up staff resources including high quality agencies to ensure best endeavours are made to meet the needs of all pupils	Training Implement advice form external agencies	SEND Team	In place and ongoing	Provision plans show advice and input from outside agencies are acted on

<p>Ensure that extended provision is developed that allows all children with SEND to access</p>	<p>Clubs timetable Develop ASD support in clubs Training of staff in clubs Consideration of outsider providers capacity and expertise</p>	<p>DH Inclusion</p>	<p>2018-19</p>	<p>Children with disabilities are able to access all extended provision, with adjustments</p>
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Improving Written and Physical Access at Kelvin Grove:

Feature	Description	Actions to be taken	Responsibility	Time Frame	Impact
Availability of written material in alternative formats	Ensure parents and carers with a visual disability have equal opportunity to access information from school	Highlight on all school documentation that goes to parents that it is available in larger print on request Podcasts and sound blogs where appropriate Readers and interpreters for parents evenings	SBM	As required	All information from the school is accessible to all our families
Review and improve documentation on the website	Ensure all parents and members of the wider community can access information which is available on the website	Dual language/ translation Podcasts and sound recordings		Annually (September)	Whole community can access information on website
Improve signage and include the use of visual signs across the school	Currently using widget symbols across the school for EAL and ASD pupils Move towards more durable and permanent signage	School to source more durable signage	SBM	autumn 2017	Visually friendly environment
Escape plans	Ensure all escape plans Fire and other are clearly displayed and consider the needs of SEND pupils	Clearly displayed Regularly checked and cleared Reviewed in light of new pupils/ staff joining Reviewed annually	SBM / Premises	On going	Clear plans for escape are known by all children and staff and are checked regularly (3 times per year)
Building works/ redecorating	Any redecorating work within the school considers the needs of pupils with Physical and sensory needs including pupils with visual impairments and Autism	Advice to be taken regarding colour, lighting schemes and acoustics before any further work takes places	Premises Manager	On going	Room colours and display consider sensory and other needs

ASD Building Playground	Any future plans for further development of the building, ASD building and playground takes issues under the Equality Act into account	Work with LA and architects when planning improvements	Inclusion Team	From Sept 16	The school building and grounds continue to be accessible for all
Ensure the physical environment can be accessed by all children	School to use best endeavours to ensure that children with all physical and sensory needs can access the school building and physical environment	Consider lift access to buildings Complete schools environmental audit National Autism standards environmental audit Ongoing maintenance of wheel chair access, ramps and rails	Inclusion team SLT	On going	School ,is adapted to allow access to all areas for all (children, staff, parents)
Appropriate use of specialised equipment to benefit individual pupils and staff	Word processors for pupils with specific recording difficulty. Specific training in word processing skills through BBC Touch Type Programme. Laptops Sloping boards for pupils with OT, physical and sensory needs. Coloured overlays for pupils with visual difficulty. Specialist equipment as listed Increased access to the Curriculum Specially shaped pencils and pens for pupils with grip difficulty. Ipads with smartboard mirroring facility Move and sit cushions	SEND team to ensure that equipment recommended is in place Teacher to use QFT strategies to implement some physical resources	Inclusion Team	April 18	Relevant and appropriate equipment is available to ensure needs of all children and staff can be met