

Accessibility Plan

Keyworth Primary and Nursery School



Last reviewed on: December 2022

Next review due by: December 2025

At Keyworth Primary and Nursery School we are committed to a fully inclusive learning environment with appropriate provision for all children irrespective of any additional needs or disability.

School Context

The school is a two storey building with some classrooms, a library and an ICT suite upstairs. There are two sets of stairs in the school. There is a disabled toilet in the Foundation Unit as well as changing facilities. There is a disabled parking bay in the car park

Definition of Disability Under the Equality Act 2010:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

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

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>SEN 'register' is updated each term through pupil progress meetings. Through these meetings support for these children is planned and individual provision maps are produced.</p> <p>When a new pupil with a SEN or disability joins the school we work closely with the previous provider and external agencies to ensure a</p>	<p><u>SHORT TERM</u></p> <p>To ensure the school continues to develop the children's understanding of disability.</p> <p><u>MEDIUM TERM</u></p> <p>To ensure that children with additional needs have specific and tailored resources</p>	<p>Ensure there are learning resources (books etc.) that show positive examples of people with disabilities. Assemblies will, at times, focus on disability.</p> <p>Look to invite people with disabilities to speak to the children.</p> <p>Complete appropriate assessments e.g. dyslexic tendencies screening to identify specific needs and</p>	<p>EHT All teachers who lead assemblies</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>People with disabilities are seen in a positive light. The children are educated with regards to equality and how to manage disability.</p> <p>There will be an improved accessible environment</p>

	carefully planned transition.	<p>provided to help them to access the curriculum</p> <p>To ensure that at the beginning of each academic year TAs are deployed appropriately where there is need and interventions planning accordingly. This is all reviewed on a termly basis or sooner if required.</p>	<p>appropriate resources to support.</p> <p>Use pupil progress meetings and analysis of data to identify individual and groups of children who require specific and targeted support.</p>	SENCO and class teachers	Beginning of academic year and ongoing	Provision will clearly match the needs of individual pupils.
Improve and maintain access to the physical environment	<p>The environment is adapted as best as possible to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Ability for classes to be moved classrooms to accommodate a person who may not be able to negotiate the stairs. 	<p><u>SHORT TERM</u></p> <p>Ensure that all disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plans (where appropriate) for all disabled children (Part of Emergency Plan)</p> <p>Develop a system to ensure all staff are aware of their responsibilities in an emergency evacuation</p>	SLT	Summer term and ongoing	<p>All disabled children and staff working with them are safe and confident in the event of an emergency.</p> <p>Staff and ALL children are confident about what to do in an emergency.</p>

		<p><u>MEDIUM/LONG TERM</u></p> <p>Ensure all children have full / appropriate access to school buildings and grounds</p>	<p>Commission a full audit of the school premises to ensure it complies with the Disability Discrimination Act.</p>	<p>SLT/Site Manager/Governors</p>	<p>Autumn term</p>	<p>School buildings and grounds are fully accessible</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Use of Makaton • Pictorial or symbolic representations 	<p><u>SHORT TERM</u></p> <p>Ensure all staff are aware of accessible formats of communication</p> <p><u>MEDIUM TERM</u></p> <p>Improve information to parents so they can support their children in school activities.</p>	<p>Encourage the use of good practice guidance from outside agencies e.g. alternative means of presenting information to children.</p> <p>Increase information on extra- curricular activities to parents as well as children via the website and newsletters.</p>	<p>SENCO and class teachers</p> <p>Class teachers and SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Children feel more confident to record their work in a way that is individual to them.</p> <p>Parents feel confident and able to support their children in all school activities and this is reflected through parental feedback.</p>

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 body.

5. 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
- Intimate Personal Care Policy
- Managing Complex Health Needs Policy

