



# Kidbrooke Park Primary School and Learning Centre

## Accessibility Plan



Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Boxgrove and Kidbrooke Park Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School development Plan
- Disability and Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

We will work closely within our partnership and the local authority to ensure consistency

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

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Executive Head Teacher
- Head of Schools
- Inclusion Leader
- School Business Manager
- Site Manager

Any complaints will be received by the school office and reviewed by the Head Teacher.

AIM	CURRENT GOOD PRACTICE (include established practice and practice under development)	OBJECTIVES (state short, medium and long term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All educational visits and out of school activities eg. clubs are assessed to ensure access for all involved.</p> <p>Use of symbols for children with lack of communication skills</p> <p>To continue to ensure classroom staff have necessary training for working with the needs in their class</p> <p>Additional adults to support those accessing the curriculum Music therapy, Art therapy, Physiotherapy and sensory room available to those who need it</p> <p>Tracking incidents to check weighting of vulnerable pupils</p>	<p>Ensure effective differentiation throughout the school day for children with disability</p> <p>Monitoring to have disabled children's perspective and views taken in to account</p>	<ul style="list-style-type: none"> <li>• Regular monitoring and feedback</li> <li>• Senco support for Teachers and support staff</li> <li>• Ensure children have resources that support</li> <li>• Pupil and parent voice</li> <li>• Progress meetings</li> <li>• Support with planning from SLT</li> </ul> <ul style="list-style-type: none"> <li>• Monitoring and feedback focused on children with SEN</li> <li>• Pupil voice</li> </ul>	<p>HOS Inclusion manager SENCo Teachers Phase Leaders</p> <p>Inclusion Manager</p>	<p><b>Ongoing</b></p>

	<b>All staff briefed and trained to respond to children with medical needs</b>				
Improve and maintain access to the physical environment	<b>Fire alarms at accessible height</b>	<b>Signage to be written with Braille</b>	<ul style="list-style-type: none"> <li>Track pupils/parents with sight impairments</li> <li>Cost signage for whole school including extension</li> <li>Braille to be added to the main signs for entrance and facilities</li> </ul>	Inclusion team Premises manager	Autumn 2020
	<b>Window panels in doors</b>				
	<b>Grip strips on stairs</b>				
<b>Adult supervision and support</b>	<b>Hearing loop in entrances</b>	<ul style="list-style-type: none"> <li>Cost hearing loop for office area</li> <li>Track pupils/parents with impairments</li> <li>Display signs to show hearing loop in school</li> <li>Ensure staff understand it is and the implications</li> </ul>	Inclusion team Premises manager	Spring 2020	
		<b>Lighting in school to be considerate to those who are visually impaired</b>	<ul style="list-style-type: none"> <li>Research optimum lighting for those visually impaired</li> <li>Ensure lighting in extension is chosen to support those with visual impairments</li> <li>Begin changing type of lighting in main school when needed and start</li> </ul>	EH Premises manager	Completed by 2020

			in classroom with the most need		
Improve and maintain access to the physical environment	<p><b>Intercom system at gate with main school office to use for access support</b></p> <p><b>All stairs leading to exits</b></p>	<p><b>New build to be designed and built with access for all in mind.</b></p> <p><b>Disabled toilet to have working alarm</b></p> <p><b>Emergency EVAC chairs and PEEP plan</b></p>	<ul style="list-style-type: none"> <li>• All aspects of plans for the new build to be disability friendly</li> <li>• Maintenance work to be carried out on disabled toilet</li> <li>• Plan most useful positions for insulation</li> <li>• Write a PEEP plan with guidance from Fire service</li> </ul>	<p>EHT Premises Manager</p> <p>Inclusion Manager Premises Manager</p> <p>Inclusion Manager Premises Manager</p>	<p><b>Ongoing</b></p> <p><b>Work complete by Spring 2020, then regularly checked</b></p> <p><b>Spring 2020</b></p>
Improve the delivery of written information to pupils	<p><b>Use of text communication with parents</b></p> <p><b>Child friendly Personal Profiles shared with parents</b></p>	<p><b>Ensure all staff are aware of the range of accessible formats we provide</b></p> <p><b>Use of translators for meetings and paperwork</b></p> <p><b>Braille versions of letters and prospectus</b></p>	<ul style="list-style-type: none"> <li>• Staff meeting to share all formats</li> <li>• Reminder bulletin in staff room</li> <li>• Identify parents who need translators and which language</li> <li>• Find local translators</li> <li>• Book translators for meetings involving parents</li> <li>• Make staff and parent aware of availability of translators</li> <li>• Research how to make Braille versions of letters and prospectus</li> <li>• Identify parents in need of Braille format</li> <li>• Make staff aware of Braille versions</li> </ul>	<p>Office staff Inclusion manager/SENCo</p> <p>Office staff Inclusion manager/SENCo</p> <p>Office staff Inclusion manager/SENCo</p>	<p><b>Autumn 2020</b></p> <p><b>As required</b></p> <p><b>As required</b></p>

		<p><b>SLT/Teachers to support parents with completing paperwork/reading letters</b></p>	<ul style="list-style-type: none"> <li>• Make staff and parents aware of the service</li> <li>• Identify parents in need of support</li> </ul>	<p>Office staff Inclusion manager/SENCo</p>	<p><b>As required</b></p>
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**ACCESS AUDIT: Mr Sault, Kidbrooke Park Premises manager - 10.10.19**

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
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<b>Corridor access</b>	Corridors are clear of obstructions	Checked weekly	Premises manager and all staff	Every week
<b>Fire Doors</b>	Fire Doors clear and in working order	Checked weekly	Premises manager and all staff	Every week
<b>Parking Bays</b>	Disabled parking bay available	No disabled parking bay but provisions would be made for anyone with a disability	Premises manager	When necessary  (New build to have disabled parking bay Sept 2021)
<b>Entrances</b>	Automatic gate entrances working	Gate has intercom with main office and automatic gates. Office informed if a person needs support with access	Premises manager	When necessary  (New build to have automatic entrances Sept 2021)
<b>Ramps</b>	Majority of doorways have ramps to allow access to and from the building	Majority of doorways have steps. Acquire portable metal ramps to be used if necessary	Premises manager	January 2021  (New build to have ramped access Sept 2021)
<b>Toilets</b>	Disabled toilets clean and alarms in working order	All disabled toilets need alarms	Premises manager	By end of Oct 2021
<b>Reception areas</b>	Clear for wheelchair access	Clear but due to stepped entrance the area is difficult to access.	Premises manager	New build to have wheelchair access Sept 2021
<b>Signage</b>	Signs are clear and clean. In correct positions with no damage	Checked weekly	Premises manager and all staff	Every week
<b>Emergency escape routes</b>	All paper work up to date Fire escape routes clear Practice log up to date	To be kept up to date.	Premises manager and all staff	Every week

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_