

Killigrew Primary & Nursery School

“Helping you spread your wings so that you can soar!”



Accessibility Plan 2023-2024

Section 1:

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 1) Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- 2) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- 3) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Purpose of the Plan

The purpose of this plan is to show how Killigrew intends to, over time, increase the accessibility of our school for disabled pupils. Killigrew is 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. At Killigrew, we respect and value the diversity of the community we serve, committing ourselves to raising the attainment of all pupils with due regard to their individual, social and personal circumstances. As a result we are committed to challenging discrimination against those who have disabilities, striving to ensure equality of access and maximising the life chances for all in a diverse society.

As staff, we are aware that it is the responsibility of every member of the school to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate, review and develop the impact of our school accessibility plan by monitoring its impact on the life, attitudes and achievements of all groups, including those pupils with disabilities, and individuals amongst our pupils and staff.

Current Practice

At Killigrew, we follow an Assess-Plan-Do-Review model (referred to as a Pupil Profile) to meet individual needs; pupils who require this level of support will be recorded on our school SEND register. This profile identifies all support given within school and is reviewed regularly and changes are made as needed, so that the needs of SEND pupils are met, and resources are deployed as effectively as possible.

Curriculum

At Killigrew, the teachers set high expectations for all pupils in their class and the teaching is built on what your child already knows, can do and can understand. Following the National Curriculum, we use a variety of different learning styles to support a range of learning needs and Quality First Teaching promotes pupils' achievement and successfully engages them in their learning which adheres to the SEND Code of Practice 0-25 (2015). The school strongly prioritises the provision of high quality, whole class teaching throughout the school. Killigrew offers a differentiated curriculum for pupils of all abilities and uses specific resources to ensure certain pupils can access the curriculum fully, including those pupils with physical, visual and hearing impairments. The curriculum is reviewed to ensure it meets the needs of all pupils.

Some areas of the curriculum have been adapted to allow pupils with a physical impairment to access the PE curriculum. Some of these adaptations may include adjustments to equipment, resources and support given. To support pupils with a disability in P.E., further advice and guidance may be obtained from outside professionals (including occupational therapists) that are familiar with the pupils and their need. Where possible, pupils are actively encouraged to join a club or go on a school trip irrespective of disability.

Pupils' attainment and progress is monitored frequently where teachers will set effective targets to support all pupils to achieve. Teachers will use a range of strategies to identify pupils needs and overcome potential barriers. At Killigrew Primary School, we believe that a child's education should be a partnership between parents, teachers and the child. Therefore, we actively encourage parents to be involved in their child's learning.

Physical Environment

At Killigrew, the environment has been adapted to meet the needs of pupils as required. Ramps are available for pupils to enable access to the school buildings. The external classroom doors and school corridors are wide to allow for wheelchair access and equipment. Our on-site car park for staff and visitors has a dedicated disabled parking bay. Within the library, shelves are at wheel-chair accessible height. Any key areas on the playgrounds and at the classroom doors have yellow lines highlighted for clear access.

Classrooms are optimally organised for pupils and lessons provide equal opportunities for all pupils to respond. Staff recognise and allow for the additional time required by some pupils to use

equipment or process language. Key words are emphasised and short/simple language is used. Closed sentences are avoided and pupils are encouraged to speak in sentences. Individual pupils may have specific equipment and seating arrangements. Pupils with physical disabilities can access personal care facilities. Reasonable adjustments have been made to disabled toilets in the infant and junior buildings, e.g. hoist, changing facilities.

Risk assessments are carried out, shared and discussed with pupils' parents to gain their input. We may liaise with the advisory service and other settings to gain further advice and guidance. Training is given to all and specific staff members to enable the pupils in their class to access the environment and/or curriculum.

Information

Access to information is carefully planned and a range of different formats are available for disabled pupils and parents. Our school website and other documents can be translated into languages other than English. To enable all disabled pupils to communicate and express their views, different forms of communication are made available e.g. large print, coloured overlays, Widgit, visualizers and monitors.

Documents and policies

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

Curriculum policy

Equality policy

Health and Safety Policy

Special Educational Needs and Disability Policy

Behaviour Policy

School Development Plan

School Vision Statement

Training

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 sometimes takes the form of specific training sessions focussing on issues such as: visual impairment, moving and handling and sensory needs. We will obtain guidance from other professionals when new situations regarding pupils with SEND are experienced.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies can be requested

Review and Evaluation:

Our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plans below show how Killigrew will address the priorities identified in the plan. The plan is valid for three years from 2023-2026.

Approved by: T. Mylotte September 2023 (Next review: September 2024)

Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey school, ramped access to both KS1/KS2 buildings leading to main entrances and playground.	Annual maintenance checks to occur.	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions.	All staff	Ongoing to 2026
Fire alarms	Currently auditory alarm in place.	Visual fire alarms installed.	Site manager	Ongoing to 2026
Parking bays	One disabled parking bay in the staff car park.	Annual maintenance checks to occur.	Site manager	Ongoing to 2026
Toilets	Two disabled toilets with specialist equipment- one in each building. Regular maintenance organised.	Annual maintenance checks to occur.	Site manager SENCo Herts County Services	Six monthly
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Annual maintenance checks to occur.	Site manager	Ongoing to 2026
Signage	Limited signage in school.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Ongoing to 2026
Emergency escape routes	Labelled well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing to 2026

Section 2: Aims and objectives

How we plan to increase the extent to which disabled children and young people can participate in our school curriculum						
Aim: Increase access to the curriculum for pupils with a disability Aim: To minimise or remove barriers to accessing the curriculum						
Identified focus area	Actions to be taken	Lead person	Resource consideration	What would success look like?	Date to be achieved	Commentary on progress with dates
To increase staff awareness of the different types of SEND and the best way to support pupils with these needs.	Audit of training needs.	SENCo	Staff meetings SENCo time	Staff are confident in their knowledge of and ability to support pupils with a variety of SEND needs.	October 23	
	Regular internal and external training for specific members of staff to increase access to the curriculum for pupils e.g. moving and handling, deaf pupils, VI pupils, pupils with PNI, dyslexia, Autism, ADHD.		External agency time and training costs	Additional adults are used effectively in all classrooms.	Ongoing	
	Ensure a range of support tools/ strategies are available on the staff area.			Resources used appropriately by staff and pupils.	July 2024	
	Observations and discussions with teachers.	SLT		Differentiation evident in lesson observations/ learning walks.	Termly	
	Resources ordered/provided.					
To further improve tracking of SEND pupils achievement.	Analyse provision maps/pupil progress and profiles to ensure pupils with SEND receive the most appropriate support. Ensure the SEND hierarchy of need and SEND register are updated on a half termly basis-update reading, writing and maths sheets.	SENCo	SENCo time	The SEND register reflects the current pupils being supported. Appropriate interventions are put in place based on pupil progress outcomes.	Termly	
All pupils have access to a broad and balanced curriculum.	When reviewing the curriculum, ensure all pupils can access the curriculum.	DHT & subject leaders	Monitoring release	All pupils access the full curriculum offer.	January 2024	

	Carry out planning, book scrutiny and pupil voice activities. Review SEND pupils participation in extra-curricular provision via pupil profiles. Liaise with club providers to ensure pupils with SEND can access provision.	SLT SENCo SENCo			Termly Annually	
School visits are accessible for all pupils	Complete risk assessments for individual pupils Complete trip pre-visits to explore accessibility and suitability. Determine what pupils can/cannot do (seek medical and other professional advice)	Class teacher Group leader SENCo	Teacher release to meet SENCo	All pupils take part in offsite school visits and residentials	July 2024 then annually	
Staff develop a greater understanding of alternative ways to support disabled pupils in P.E.	Staff training where necessary to support pupils. Medical advice sought and acted upon	SENCo Teacher	Meetings with staff	All pupils take part in PE	September 2024	
Use appropriate assessment tools and activities to assess pupils working below the Expected Standard	Ensure staff are familiar with internal assessments and the 4+1 document. Use professional advice to make adaptations to the curriculum. Attend cluster meetings to share best practice.	SENCo Class teacher	Staff meetings Teacher/ SENCo time	Pupils working below the Expected Standard are assessed consistently across the school.	July 2024	

How we plan to improve the physical environment of our school for disabled children and young people
--

Aim: Improve and maintain access to the physical environment

Identified focus area	Actions to be taken	Lead person	Resource consideration	What would success look like?	Date to be achieved	Commentary on progress with dates
To maintain and where necessary, improve access to the school environment for all pupils. Add specialist facilities/physical aids where necessary.	Review and improve the layout of furniture/equipment to support learning in individual classrooms. Ensure accessibility for pupils with a range of learning/behavioural/ physical needs by liaising with external professions. Identify any specialist equipment and adaptations necessary for individual pupils. Create individual plans to show how individuals will enter/exit school in emergency. Liaise with external professionals and review all DDA equipment to ensure it is serviced and ready for use in advance of pupils entering each key stage.	SENCo Lead LSA SBM SM	Risk assessments SENCo time R&M budget	All pupils can access classrooms and the general school environment easily as it is clear of hazards. Visitors, pupils and parents are signposted to where they need to be.	Ongoing	
Signage used to support pupils in the school building	Use large font signs. Use of pictures and words or Widgit across the school	Teacher SENCo	Widgit Laminating	Picture prompts visible around the school to support pupils to access different areas of the school building.	September 2024	

How we plan to improve the delivery of information to disabled children and young people

Aim: Improve the delivery of written information to pupils and parents

Identified focus area	Actions to be taken	Lead person	Resource consideration	What would success look like?	Date to be achieved	Commentary on progress with dates
Improve the use of pictorial communication	To use picture prompts (or Widgit) when creating classroom resources. -Social stories -Timetables -Word mats -Vocabulary cards Staff to prepare high quality visuals. Staff use the picture prompts to support communication.	Teacher	Widgit	Pupils will be supported in their language development and can communicate their wants and needs. Pupils are supported during transitions and other times of change.	September 2024	
Review documentation on website to check accessibility	Ensure documents are accessible to everyone using commonly used vocabulary.	Head teacher Deputy Head teacher		Parents are aware of what is happening in school and can support their child at home.	Annually	