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Issued	September 2021		
Approved by	Education Executive Team	Next review	September 2023

Judith Kerr Primary School Accessibility Plan

Date: September 2021

Purpose

This Accessibility Plan is designed to ensure that Judith Kerr Primary School complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	None	None	n/a	No
1.2 Are there high expectations of all pupils and staff?	None	None	n/a	No
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	None	None	n/a	No
1.4 Are pupils equally valued?	None	None	n/a	No
1.5 Do staff seek to remove all barriers to learning and participation?	None	None	n/a	No
1.6 Are lessons made accessible to all students?	None	None	n/a	No
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	None	None	n/a	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	None	None	n/a	No
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	None	None	n/a	No
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	None	None	n/a	No
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	None	None	n/a	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	None	None	n/a	No
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	None	None	n/a	No
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	None	None	n/a	No
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	None	None	n/a	No
3.5 Do you have the facilities to produce written information in a variety of font sizes?	None	None	n/a	No
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	None	None	n/a	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
4. The physical environment <i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	None	None	n/a	No
4.2 Are toilet facilities and showers accessible to wheelchair users?	None	None	n/a	No
4.3 Are there safe pathways of travel around the school site and parking arrangements?	No parking on site; free parking available directly adjacent to the school grounds	Space for parking	Physical environment	No
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	None	None	n/a	No
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	None	None	n/a	No

4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	None	None	n/a	No
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	None	None	n/a	No
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No changes in surfacing	Budget	Refurbishment of surfacing materials needed	Yes
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	None	None	n/a	No

Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for pupils with a disability	
Current Good Practice	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Communication with parents is half termly to review and set targets • 1-1 meetings with class teacher and SENDCo to support planning for specific children • Children have access to scaffolds to support them in writing, if necessary • CTM training to support staff in how children learn
Objectives	To ensure all children can access the curriculum no matter their disability
Actions to be taken	Whole school will be enrolled on the CTM training that will run throughout the year, developing strategies and an in-depth knowledge of the cognitive load theory in order to implement ways to reduce the load in the classroom. Whole school guidance on differentiation- particularly for fine and gross motor issues
Person responsible	SENDCo
Date to complete actions by	Training is on-going; curriculum evaluation is half termly and monitored by SENDCo
Success criteria	Class teachers use scaffolds to support all learners. Visual and pictorial representations in English lessons and clicker to sequence and all Maths lessons SENDCo half termly learning walks and pupil voice evaluation Increased outcomes in books for children with SEND

Aim: Improve and maintain access to the physical environment	
Current Good Practice	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps

	<ul style="list-style-type: none"> • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height
Objectives	To ensure that children can safely navigate all parts of our environment- investigation into how we drain our school
Actions to be taken	Ensure drainage so that grounds are not too boggy
Person responsible	Facilities Manager
Date to complete actions by	Summer 2022
Success criteria	Ensure fair access for all pupils Liaise with design team around requirements

Aim: Improve the delivery of information to pupils with a disability	
Current Good Practice	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Visual timetables, including ‘now’ and ‘next’ signage for some children • Dyslexic friendly classrooms
Objectives	To ensure all children have access to the same information
Actions to be taken	<p>We have already ensured that classrooms reflect a dyslexia friendly environment – this includes but is not limited to; removing all unnecessary displays and pictures from around the white board, printing off slides from the white board for children to have to hand, matt laminated signs.</p> <p>We are also introducing communication cards as recommended by our local EP</p>
Person responsible	SENDCo
Date to complete actions by	Ongoing; Spring 2021

Success criteria	Introduce communication cards for specific children – including those with a high cognitive load, Evaluate the school and learning environment Individual now and then boards for specific children Maths toolkits accessible for all children
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