CfBT Schools Trust

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Owner	CfBT Schools Trust			
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Judith Kerr Primary School Accessibility Plan

[2018-2021]

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

- A duty to not discriminate against pupils and adults with a disability for a reason related to their disability.
- A duty 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).

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 we have completed after the Accessibility Plan were completed. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

1. converted it into a target
2. outlined any actions required
3. identified whether the actions will be short, medium or long-term priorities
4. 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 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 annually.

Appendix 1: Accessibility Audit

Accessibility plan: Section A - accessibility audit

1 = yes 2 = almost, working towards the guidance   3 = partially   4 = not yet considered

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	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?	1 – the school has pupils/staff with disabilities on roll and caters for their needs	N		
1.2 Are there high expectations of all pupils and staff?	1 – via curriculum opportunities, training and support	N		
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	2	N	More training and policy work needed	Y
1.4 Are pupils equally valued?	1 – pupil voice, achievement, feedback	N		
1.5 Do staff seek to remove all barriers to	1 - including in sporting events and ensuring	N	Continuous professional development on best practice and making learning	

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
learning and participation?	adequate provision for disabled children is in place. School has personalised risk assessments.		accessible to all.	
1.6 Are lessons made accessible to all students?	1 – all children participate in all lessons whether it is through differentiation of resources or adult support.	N	Continuous environment checks to ensure barriers are identified and dealt with.	
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	2 – LSAs support 1:1 and HLTAs support with teaching.	N	Training opportunities for teaching assistants.	

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
2. Staff training				

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	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?	3	Y	Training and resources needed to improve this area.	
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	2 – needs analysis School nurse also delivers CPD	N	Cycle of training, documentation needs to be shared with staff	
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	3	Y	More training is needed in relation to improving space and how to support different needs with the use of the learning environment	Y
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	3	Y	More training needed for all staff (including new staff) on various learning styles, needs.	Y

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Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	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?	1 – PEEPS, personalised risk assessments, all staff informed and roles and responsibilities directed	N		
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	1 – laptops and ipads and special keyboards to support with typing	N		
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	3	Y	SENCo to explore this area and provide training opportunities for staff	
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?	2 – resources, overlays, enlarged print, visual resources	N		
3.5 Do you have the facilities to produce written information in a variety of font sizes?	1	N		
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	NA			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? _e.g. training, policy, documentation, physical environment, communication_	Transfer to the accessibility plan?
4. The physical environment _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._				
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?	1 – all wheelchair friendly			
4.2 Are toilet facilities and showers accessible to wheelchair users?	1 – on ground floor for shower and other disabled toilets on each floor			
4.3 Are there safe pathways of travel around the school site and parking arrangements?	2	Y	Disabled parking available. Wheelchair ramp to access main building. Wheelchair access limited on school play field.	
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?	1 – none	N		
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users	1 – none	N	Reception desk and signs are all at wheelchair height.	

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4. The physical environment *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.*				
or with little contrast between lettering and background, or with font which is too small to be easily visible?				
4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	2 – yes throughout the school	N		
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?	2 – Music room	N		
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	3 – tactile buttons in lifts only	Y	Surfacing to use the building	
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	1 – Yes	N		

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Having identified the barriers to access you should now be able to identify strategies to eliminate the barriers. For each issue identified in the audit:

5. Convert it into a target.

6. Outline any actions required.

7. Identify whether the actions will be short, medium or long term priorities.

8. Identify the source of funding. This may be the school's budget share, devolved formula capital.

Creating an access plan

This is an example of a plan that might be produced after reviewing existing plans (such as SEN policy, AMP, EBD) looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. The implementation of the plan should be kept under review as should the access needs of the school in general.

Short term	
Targets	Availability of written material in alternative formats
Strategies	The RNIB guidelines are made available to all staff.
	A representative of the LGB liaises with RNIB and other appropriate bodies to become more aware of services available for converting written information into alternative formats.
	Guidance from above is made available to all staff.
Outcome	The school provides written information in alternative formats when required.
Timeframe	By end of term 3 2017/18
Goals achieved	Written information provided in alternative formats.

Medium term	
Targets	• Ensure internal decoration of school benefits pupils and adults with visual impairments.
	• All staff able to differentiate the curriculum to take into account a range of disabilities.
Strategies	• Seek advice from LEA Sensory Impaired Support Service and RNIB on appropriate colour schemes and blinds and

	follow this when refurbishing. • Undergo training on differentiating the curriculum with curriculum adviser support and input from voluntary bodies. (All teachers via in-service day).
Outcome(s)	• Several classrooms are made more accessible to visually impaired children. All corridors and entrances more accessible. • Teachers are more fully able to meet the requirements of disabled children's needs with regard to accessing the curriculum.
Timeframe	• During Term 1 2017/18 • During Term 2 2017/18
Goals achieved	• Physical accessibility of school increased • 100% of lessons observed provide satisfactory differentiation.
Long term	