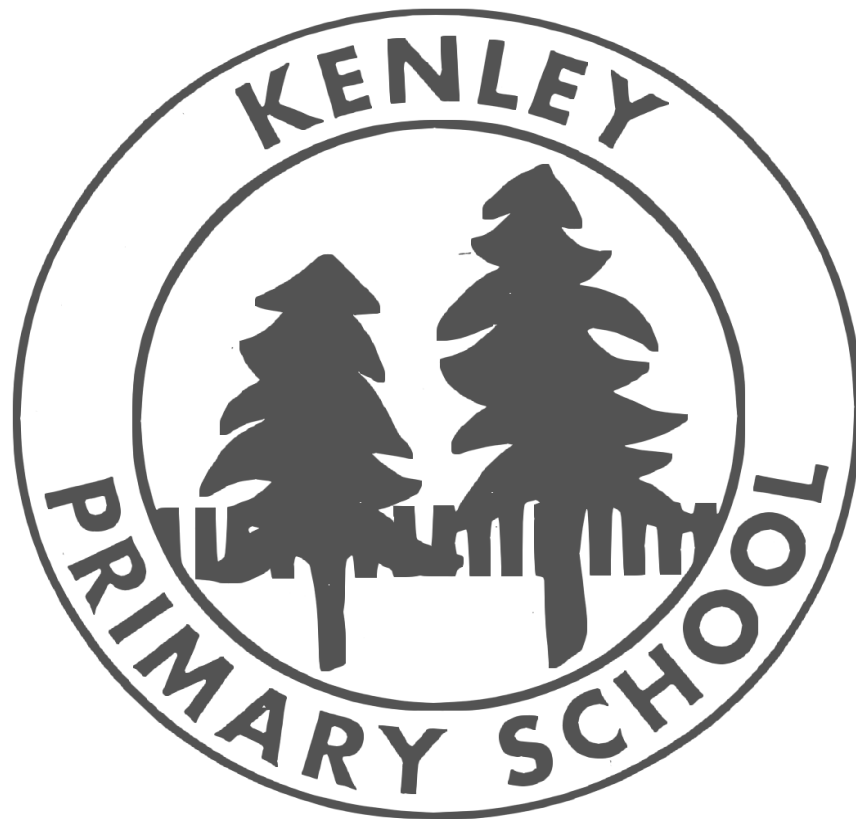


Kenley Primary School

'A love of Learning for Life'



Accessibility Plan

Accessibility Plan

Kenley Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes regarding disability and accessibility, and developing a culture of awareness, tolerance and inclusion.

Kenley Primary School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils.

Kenley Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Context of Kenley Primary School:

We are a 2 storey school in a building built in 1936. Due to the physical makeup of the school, we regularly take steps to adapt the physical environment where necessary to meet the needs of children, staff and visitors in order to ensure they are safe and welcome. We work to ensure we provide for every need with the support of the borough where necessary.

In February 2020 our new school entrance will be completed with wheelchair access.

The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility.

These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum
- Equalities Policy and information
- Health & Safety
- Inclusion (Special Needs)
- Behaviour
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement

Improving access to the physical environment

Objective	Action / Tasks	Monitoring	Timescale	Who
Accessibility to the school will be maintained for wheelchair users	<ul style="list-style-type: none"> The pathways and corridors will be kept free of clutter/furniture. Ramps will be used to access the building where necessary 	Senior Leadership Team Class Teacher Site manager	Daily	Senior Leadership Team Site manager
Ensure the disabled toilets are accessible and in working order.	<ul style="list-style-type: none"> Daily check of the toilets to ensure they are working and where needed, contact specialists regarding maintenance. 	Site Manager Senior Leadership Team Cleaners	Daily	Senior Leadership Team Site Manger

Improving access to the curriculum

Objective	Action / Tasks	Monitoring	Timescale	Who
To ensure all areas of the curriculum are accessible to all children, regardless of their disability. In cases where a planned activity is not suitable an alternative will be offered.	Class Teacher will plan to overcome any barriers to learning.	Monitoring through progress meetings and data analysis meetings. Class Teacher SENCO Senior Leadership Team	Ongoing based on the need within particular classes	Class teacher
Staff are confident in effectively supporting children with a range of SEND needs.	Identify training needs and gaps for staff. Feedback from Learning Walks. Regular TA (1:1) meetings with Senco	SENCO Class Teacher SLT	Ongoing	SENCO TAs Class Teacher
Be aware of pupils and parents with disabilities.	Consider special requirements of each pupil and parent and plan solutions.	SENCO Senior Leadership	Ongoing	Class Teacher SENCO Admin staff

		Team Admin staff		
Review and enhance the use of SEN specific resources and ICT to promote greater learning.	Evaluate current resources and ICT aids. Consider further resources and technologies available which may assist. Use of Senco forums, cluster meetings and Educational Psychologist advice to generate ideas and solutions.	Senco Class Teacher Teaching Assistant ICT curriculum leader EP	Ongoing based on need	Senco Class teacher TAs
Educational visits to be accessible to all, with reasonable adjustments being made to ensure inclusion for all.	Educational visits and current needs, within the year group, to be evaluated and considered when planning visits. Pre-visits to be made if the visit is new, to ensure provision is appropriate.	Class Teacher Senco SLT Medical personnel (if appropriate)	Ongoing	Class Teacher Senior Leadership Team
Classrooms and learning space are organised to enable children with a disability to access the environment.	Organise classroom allocation taking into account the ground level or upper level for access Evaluate organisation of classroom prior to the class moving into the space. Ensure needs are known and considered when organising the room. If needs change classroom layout reflects this. Consider flooring surface and lighting.	Senior Leadership Team SENCO Class Teacher	Ongoing	Senior Leadership Team SENCO Class Teacher
To improve children's awareness of disabilities.	PSHE curriculum and assemblies to raise awareness of disabilities. Use of 'Votes for Schools' programme to discuss issues and form opinions. Disability equality issues are incorporated into the curriculum.	Senior Leadership Team Class Teacher PSHE coordinator	Ongoing	Senior Leadership Team Class Teacher PSHE coordinator
Extra curricular Continue to increase the extent to which disabled pupils can participate in after school clubs/extended	Continue to monitor data and registers for clubs.	Head Teacher SENCO SLT Class teacher Club leaders	Ongoing	Head Teacher SENCO SLT

provision. Ensure disabled children participate equally in after school and lunch time activities.				
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Improving the delivery of information to disabled children, parents and carers

Consider type and method of communication with parents to ensure no difficulties are experienced in communication	Review current means of communication. Ensure that parents with needs are met e.g. language used, literacy levels etc Ensure needs are discussed and noted on entry to the school	Senior Leadership Team SENCO Staff	Ongoing	Admin staff Senior Leadership Team
Disabled children are appropriately accessing communication inside and outside the class.	Review of support in place for children with additional SEN.	Class Teacher SENCO	Ongoing	Senco Classteacher TA
Promoting equality of opportunity for staff	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability. Refer staff to pastoral assistance scheme where necessary.	Head teacher	Ongoing	Head teacher

Approved at Full Governing Body of 16th July 2020

Confirmation that the Policy in respect of Kenley Primary School has been discussed, approved and ratified by the Governing Body.

Signed by:

Chair of Governors:Date:

Headteacher:Date: