

Accessibility Plan

Kippax Greenfield Primary School



Approved by:	Full Governing Body	Date: 6.3. 2018
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum. 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 children in accessing the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve the availability of accessible information to disabled pupils. 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 time frame.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. We will work with children, parents and outside agencies to ensure that all children are understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.

We are an RRSA Level 1 school, where the UN Convention on the Rights of the Child are upheld. These rights underpin all that we do and ensure equality and inclusion for all. Rights are things every child should have or be able to do. All children have the same rights. All the rights are connected to each other, and are all equally important. Sometimes we have to think about the rights in terms of what is best for the children in a situation, and what is critical to life and protection from harm. As the children grow, they have more responsibility to make choices and exercise their rights.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We are part of the Brigshaw Learning Partnership MAT along with Brigshaw High School, Kippax North Primary School, Kippax Ashtree Primary School, Swillington Primary School, Allerton Bywater Primary School and Methley Primary School. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

The accessibility plan for physical accessibility relates to the Accessibility Audit of the school, which remains to 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. School Context

Kippax Greenfield Primary School currently has 184 children on roll in Year Reception to Year 6. There are 25 children on our SEND register including one child with an Educational, Health Care Plan. The conditions that we have in school include: a number of children with an Autistic Spectrum Disorder, hearing impairments, speech and language difficulties and dyslexia. We also have a number of children with specific medical needs including asthma, dietary allergies, being tube fed and NF1.

3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The definition can also include hidden impairments such as dyslexia, autism, speech and language impairments or ADHD.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

4. Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled child in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual child and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled child's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled child or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

5. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum eg: visual timetables, additional aids such as pencil grips, coloured overlays.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff are trained to support children's specific needs eg: medical, speech and language, ASD</p> <p>Specialist agencies visit regularly to support staff and children eg: SENSIT, EP, SLT, CaHMS</p>	<p>To introduce accurate assessment and tracking of outcomes for pupils with additional needs</p> <p>To ensure curriculum resources include more examples of people with disabilities</p> <p>To ensure all staff have access to up to date information and training</p>	<p>Training for staff on assessing children's learning when not accessing the current year group's curriculum</p> <p>Purchase a tracking system which shows progress of all children's learning</p> <p>Subject leaders to audit the resources for their area and purchase more examples of diversity inc people with disabilities</p> <p>Introduce CPOMS system to ensure data held in school is up to date and shared with all relevant staff</p>	<p>L.Lightfoot (SENCO)</p> <p>K.Moleele (Headteacher)</p> <p>Subject leaders</p> <p>K.Moleele (Headteacher)</p>	<p>Summer term 2018</p> <p>Spring term 2018</p> <p>Through 2018-19</p> <p>Spring term 2018</p>	<p>Assessment data is accurate and used to improve progress for all children.</p> <p>Tracking system in place and being used by all staff.</p> <p>Audits demonstrate improved diversity within resources</p> <p>CPOMS in place and being used by all staff</p>

			<p>Identify and address training needs of staff to understand and meet the needs of disabled children:</p> <ul style="list-style-type: none"> -Dyslexia training for teachers by S.Barwick from BHS -Asthma training for whole school -Oracy training for whole school and NVQ level 2 qualification for 1 TA 	<p>L.Lightfoot (SENCO)</p> <p>L.Lightfoot (SENCO)</p> <p>L.Lightfoot (SENCO)</p>	<p>Annually identified and plan drawn up</p> <p>Spring term 2018</p> <p>2018-19</p> <p>2017-19</p>	<p>Staff are confident in identifying dyslexia traits within children and use a range of strategies to meet their needs.</p> <p>Staff are confident in dealing with the symptoms of asthma</p> <p>Learning environment and lessons demonstrate high levels of oracy and vocabulary development</p>
		To ensure risk assessments enable children with disabilities to have full access as far as possible	<p>Provide specialist aids, equipment and IT to promote disabled children's access to the curriculum</p> <p>Parental and external advice sought to input into HCP and risk assessments</p> <p>Children are identified to have an IRA completed</p>	<p>L.Lightfoot (SENCO)</p> <p>K.Moleele (Headteacher)</p> <p>L.Reucroft (Learning Mentor)</p>	<p>Spring term 2018</p> <p>Spring term 2018</p>	<p>Specialist aids and equipment are in place for all children to fully access the curriculum</p> <p>Individual risk assessments are in place for children where appropriate</p>
		To ensure all new pupils due to start school in Reception in September have full access to the curriculum	<p>Reception teacher to meet with staff from previous setting, parents and external agencies to put provision and equipment in place</p>	<p>L.Lightfoot (SENCO/ Reception teacher)</p>	<p>Annually from 2017</p>	<p>Transition for children into Reception is complete with provision and equipment in place</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Exterior ramps • Corridor widths / kept clear • Disabled parking bays • Disabled toilets and changing facilities • Medical facilities 	<p>Improve access to Upper and Lower KS2 areas</p> <p>Improve access to the top playground</p>	<p>Ramped access to main entrance and playground entrance to the school to be resurfaced with tarmac</p> <p>Remove the midway handrail on the interior stairs to make access easier.</p>	<p>D.Yelland (FM)</p> <p>D.Yelland (FM)</p>	<p>Funds dependent</p> <p>Spring 2018</p>	<p>Exterior paths resurfaced with tarmac</p> <p>Handrails removed and 'Keep to the left' rule brought in</p>
		<p>Improve toilet access and facilities for children and staff</p>	<p>Refurbishment of all 4 toilet cloakroom facilities and staff toilets</p>	<p>D.Yelland (FM)</p>	<p>2018-19 Funds dependent</p>	<p>All toilet facilities are refurbished and accessible for all children and staff</p>
		<p>Improve access to medical facilities for all children</p>	<p>Creation of a dedicated first aid and medical area</p>	<p>D.Yelland (FM)</p>	<p>Summer 2018</p>	<p>Medical area established and fitted out accordingly</p>
		<p>To ensure all pupils can be safely evacuated</p>	<p>Complete PEEPs for all relevant children</p>	<p>K. Moleele (HT) and Laura Lightfoot (SENCO)</p>	<p>Summer 2018</p>	<p>PEEPs are in place for all relevant children</p>
<p>Improve the delivery of information to pupils with a disability</p>	<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 	<p>To ensure information is accessible by all stakeholders.</p>	<p>Audit of signage around school and purchase to update signage</p> <p>Seek advice and information about service available for converting written information into</p>	<p>D.Yelland (FM)</p> <p>N.Johnson (SBM)</p>	<p>Summer 2018</p> <p>2018-19</p>	<p>Information is clear and accessible for all stakeholders</p>

	<ul style="list-style-type: none"> • Induction loops (available) • Pictorial or symbolic representations • Texts, learning platform, letters, emails, twitter, website, phone calls 		<p>alternative formats.</p> <p>Ensure class teachers talk to children about information for parents (letters, trips etc) prior to information going home.</p> <p>Access for parents with English as an additional language</p>	<p>K.Moleele (Headteacher)</p> <p>N.Johnson (SBM)</p>	<p>2018-19</p> <p>2018-19</p>	
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6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, SENCO, Facilities Manager and Equality Governor.

It will be approved [by the governing body of Kippax Greenfield Primary School](#).

7. 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 educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Educational Visits Policy

Appendix 1: Accessibility audit

The school is housed in two buildings – one for the main school and one for the Out of School Club provision. The Out of School Club provision is fully accessible while the school building does have some challenges. The EYFS and KS1 area is on a single storey but KS2 is on an upper and lower floor with indoor access via stairs only. External access to this area of school can be made by either steps or ramps. The main entrance features a lobby with secure access to the school. It is fitted with a hatch but this is higher than wheelchair access. Movement on the ground floor of the building can be made in a wheelchair as interior doors are wide enough as are cloakroom doors to make an exit to the playground.

The school has one disabled parking bay at the bottom of the ramp access to the main school building. The only disabled toilet facilities are in the Out of School Club building. These are fitted with a handrail and emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor for EYFS/ KS1 Lower floor to LKS2 Upper floor to UKS2	Should we require, lift to access upper and lower floor.	D.Yelland	Fund dependent
Corridor access	KS1 corridor is wide and while it is used as a learning space there is appropriate space for wheelchair access. Access to KS2 is restricted by stairs and midway hand rails on the stairs.	Removal of midway handrails to upper and lower floors.	D.Yelland	Spring Term 2018
Lifts	None	-	-	-
Parking bays	1 disabled parking bay at the foot of the ramp leading to the main school entrance	-	-	-
Entrances	All main cloakroom entrances are fitted with exterior doors meeting DDA regulations			

	Fire doors in classrooms have been replaced but are still narrow for wheelchair access			
Ramps	Condition of outdoor ramps is deteriorating	Resurfacing of outdoor ramps to access playground areas from the classrooms. Only the top playground is inaccessible in a wheelchair Bridge access to upper key stage 2 classrooms needs to be assessed	D.Yelland (FM)	Fund dependent Summer 2018
Toilets	Toilets in the OSC provision are in good condition and are accessible Child and staff toilets are no longer wheelchair accessible and need to be replaced	Funding has been applied for from EFA CIF bid process in order to refurbish the children's toilets	N.Johnson (SBM) D.Yelland (FM)	Fund dependent Summer 2018
Reception area	Hatch to the office is too high for wheelchair users to access Entrance is wide enough for entry and exit	Interior door to be replaced and exterior door to have security system reviewed to add maglock and screen to identify visitors.	D.Yelland (FM)	2018-19
Internal signage	All fire exits are clearly marked and emergency lighting is in good working order	None	-	-
Emergency escape routes	All fire exits are clearly marked and emergency lighting is in good working order Fire exits are kept clear from equipment. Cloakrooms need constantly checking to be tidy and not impede access. 2 KS2 classrooms have been refurbished and cloakroom facilities added so cloakrooms are shared by only one class. Escape routes have access to the meeting	None Regular checking for being kept tidy and allowing for a quick exit. None	- D.Yelland (FM) -	- ongoing -

	point on the playground			