

## Accessibility Plan

Our school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments are made to make sure that the whole school environment is as accessible as possible. At Kensworth Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. We are continually striving to improve the opportunities for all our stakeholders including those with disabilities: this includes monitoring and review of the curriculum and the physical environment.

## Accessibility Action Plan

*At Kensworth we are currently reviewing our accessibility plan for the future and this policy will include a populated plan in the format below when the review is completed.*

Area of Priority	Lead Responsibility	Strategy & Action	Resources	Time	Success Criteria	Review
Ensure information is gathered regarding pupils joining the school	Office Manager	Review existing application forms to ensure information is recorded regarding disabilities. Record this information centrally on RM Integris	Application form Time RM Integris	End Summer term 17	School holds records of pupils with disabilities. Procedures are reviewed to assist these pupils. Health Care Plans formulated if necessary	
To ensure the information provided by school is accessible by all	Office Manager/ Headteacher / Governor	Survey parents to establish numbers who consider themselves disabled and how school can support them when accessing information Provide information in a variety of formats if appropriate	Time in preparation of survey and evaluation of results	Autumn term 17	Parents are able to access all information regardless of disability	
Physical access to school site	Headteacher Office Manager/Fire	Disabled access and parking bay Monitor site access to	Disabled parking bay marked out in car park. Free access into and	When was this done?	Improved access to school. Visitors can park, alight and travel around school easily and	

	Warden	ensure that the diverse needs of pupils, parents and community users are met Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all	around school building for children/parents who use wheelchairs or for those who have other specific mobility difficulties e.g. visual impairment.	Yearly review	safely Fire evacuation procedures reviewed and updated according to need	
Ensure school premises are DDA compliant and make improvements where necessary/possible.	Health & Safety Governors / Headteacher / Site Agent	Review premises in relation to access and use by people with a wide range of disabilities. Repair/ treat/paint wooden structures in the field / playground and EY outdoor area Ensure Disabled access doors are fully functional	Time in M & R meeting Health & Safety reviews Site Agent risk assessment weekly reviews	Ongoing  Summer term 17  Ongoing	Premises DDA compliant/ necessary action identified.	
Continue to ensure pupils have greater understanding of progress of school day	Headteacher / Class teachers	Create visual timetables in all classrooms - photographic in Nursery, symbolic KS1/2	Time Visual timetable pictures / photographs / laminating pouches & velcro	Ongoing	All classrooms have visual timetable in use Children have knowledge of progress of the school day and it impacts positively on their confidence & emotions	
Continue to improve supportive social environment	PSHCE Subject Lead / Headteacher / SENDCo	PSHCE lessons consistently taught throughout the school Buddy systems commenced in playground & organised for new starters Range of equipment provided to enhance playtimes	Time for SL to review plans  Resources for Buddies  Cost of equipment Time in class to consider rules, care & organisation	Ongoing  Autumn term 17  Summer term 17		
Audit of children's needs and staff training to meet them.	SENDCo / Teachers	Review the specific needs of the children  Pupil progress meetings termly/half termly	IEPs / Support plans / Provision Maps	July 17	Teachers and support staff are aware of the relevant issues and ensure that the children have equality and equity of access Provision maps in place for all	

		Training and agreement around provision maps and interventions			classes; group & individual	
Continued training for teachers to differentiate the curriculum	SENDCo	Training on in class differentiation  Training on Quality First Teaching	SENDCo	January 17  April 17	Increased access to the curriculum. Needs of learners met, groups of vulnerable children identified Teachers have QFT on MTPlans and non-negotiables are evident in everyday teaching	
Autism Awareness Training for all staff working in school  Autism training for those staff working with individual children	SENDCo / Staff  SENDCo to distribute information	Arrange in house awareness training for Summer term  Attend Autism sessions when they become available	Staff meeting time  Cover as necessary when courses arise	Summer 2017  Ongoing	Developed knowledge and understanding of the condition Ability to call on ASD services to support and advise re identified children Enhanced skills to meet individual pupils' needs	
Curriculum	SENDCo & PSHE Subject Lead	As part of the PSHCE curriculum and Values programme children learn about people with disabilities. Invite guest speakers to assemblies to talk about different disabilities, eg Blindness, Guide dogs deafness, sign language. Invite the school nurse to talk to pupils in class/ assemblies about pupils in our school with a disability, and how they can help, eg children with allergies	Guest speakers School Nurse Assembly times	Ongoing; commence Autumn term 2017	Pupils are well informed and are empathetic to others needs.	
Pre-teaching of vocabulary	Headteacher / SENDCo	Class teachers will introduce each topic with vocabulary pre-teaching or consolidating post teaching Utilise review at end of topic to assess progress	Time Curriculum leaflets	Ongoing; commencing Summer term 2017	Children with Communication, language or emotional needs will be better able to participate in Wave 1 lessons	

		Class teachers or support staff will provide identified pupils with additional pre-teaching of key vocabulary				
Appropriate use of specialised equipment to benefit individual children and staff	SENDCo	Sloping boards Coloured over lays / use of different coloured paper etc Triangular pencils and pencil grips. Easy hold scissors Wiggle cushions Twiddle toys Visual time tables	Specialist equipment as listed TA time to order and make resources as required	Ongoing	Appropriate children have access to the correct materials.	
Pupils identified with allergies	Headteacher School Nurse	Epi Pen Training - Whole school	Staff meeting time	September 2016 Annual updates	Trained staff in using Auto-injectors in the case of an emergency	
Disabled toilet to be adapted for changing of children in nappies / self-changing	SENDCo / Preschool staff	Unit to be added to the disabled toilet so that provisions can be kept for children that may need to change independently	Unit and changing mat with storage How to change poster	Summer term 17	Those children that need to be changed/ develop self-help skills are happy to use the toilet and it feels personal for them.	
To maintain accessibility through monitoring and reviewing linked to the needs of individuals as they move through the school	SENDCo, Management & Resources / Health & Safety Governors to discuss as appropriate	Itemed on the agenda and in the minutes, any matters arising to be placed on this Action Plan if necessary	Meeting time Health & /safety checks	Termly Ongoing	Accessibility monitored & kept	
Parents of children with disabilities & children with long term or serious illness	SENDCo, Governors & Relevant class teachers	Work with parents of children who have a disability/serious illness in order to identify their specific needs and jointly review their progress. When children with very specific care needs ( e.g. the management of diabetes, terminal illness,	Meeting times	Ongoing	Planning remains up to date and relevant to children's specific needs, all children will be fully included in all activities unless parents and professionals deem it inappropriate to do so when an alternative provision will be made.	

		epilepsy) join the school, the headteacher and/or other appropriate bodies will meet regularly to gain parental insight into the day to day management of the child's condition in order to ensure his/her inclusion fully in school life.				