



Kemsley Primary Academy

Accessibility Plan

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| Audience: | Parents School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies |
| Approved: | Headteacher – Iris Homer November 2023 |
| Other related policies: | equality, inclusion, health & safety, safeguarding |
| Policy owner: | Head of Governance & Policy |
| Policy model: | Principles: this means REAch2 schools can use this framework directly <u>or</u> maintain their own documentation, ensuring at the next opportunity that this aligns with REAch2 principles set out here |
| Review: | every 3 years or more frequently if national policy requirements or the school's circumstances change |
| Version number: | 2 (February 2022) |

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:



Leadership

Finding the leader in all of us.



Inclusion

Realising the greatness in our difference.



Learning

Creating exceptional opportunities for learning.



Enjoyment

Loving what we do.



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Responsibility

Unwavering commitment to seeing things through.

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POLICY OVERVIEW

Overarching principles

- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended impact

To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

How this relates to national guidance & requirements

Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing your disabled pupils' ability to participate in your school's curriculum
- improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate Equalities Duty Framework document.

Any key definitions

Person with a disability – defined by section 6 of the Equality Act 2010 as if he or she has “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

IMPLEMENTATION

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff (such as the site manager or inclusion officer) and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor (in relation to the physical environment) and the Regional Director or Associate School Leaders (in relation to curriculum and resources).

National guidance is that the accessibility plan can be a standalone document or part of another document such as the School Development Plan.

REAch2 schools should keep their progress against the plan under regular review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

The plan must be published on the school's website and available in hard copy on request.

ANNEX 1:



School name: Kemsley Primary Academy

Date plan was approved by the Headteacher: September 2024

Date of input from governors (if any): LGB meeting – September 2024

| Objectives – specific, measurable | Expected actions/timeframes | Links to other key documents (if any) | Cost (if relevant) | Date achieved or progress review |
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| PHYSICAL ENVIRONMENT | | | | |
| <p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors and responds appropriately</p> | <p>Establish access needs of parents and carers through ensuring visits to homes for Reception / Nursery new starters / meeting with parents of new children further up the school</p> <p>To create access plans for individual disabled pupils as part of the individual education plans when required</p> <p>To work with the specialist teaching service & medical teams to create risk assessments for pupils with disabilities.</p> <p>Pupils with temporary mobility issues (e.g. due to leg/foot fracture) have health care plan created with a risk assessment</p> | | <p>None (part of visit procedure). Possible requirement for spend on additional communication approach if required</p> <p>Not known. School currently suitable for disabled access – no additional specific requirements for current cohort</p> | <p>Ongoing. Needs assessed and plans drawn up as required.</p> |

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| | to ensure environment is made safe for pupils with limited mobility with considerations of whole school evacuation included too. | | | |
| Ensure access for all pupils to all areas | Due focus upon access for all pupils when redesigning areas of the school (including upgrades of the outside environment) | School development plan – update of woodland area. Consideration to be given to landscaping of pathways | Part of larger cost of project | |
| Ensure accessibility of access to IT equipment | Continued focus on ensuring that all newly installed IT equipment is accessible to all Ensure that software / provision for visually impaired and hearing impaired conditions is considered when installing | School development plan – update of IT provision and equipment in school | Software costs – to be confirmed | |
| Ensure that all fire escape routes are suitable for all | Continued focus on ensuring that fire routes are completely free of any obstacles so that wheelchair users would be able to access without difficulty | | Monitoring in conjunction with fire safety inspectors – actions taken to implement changes when needed | |
| CURRICULUM | | | | |
| Provide further focus on ensuring that confidence of staff is increased to adapt the curriculum for all children, and differentiate only where necessary. | Ongoing, continuous review of where staff awareness needs to be improved Ensure that approach to provision for more able pupils is enhanced | School Development Plan – curriculum provision (more able) | To be confirmed | |
| Ensure that all classroom support staff are confident in supporting all children in the class and that specific guidance is given when needed | SENCo to review ability of all staff to provide for needs in class and to arrange additional training when required | | | |

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| Develop further confidence in the use of ICT software to support learning for all and ensure that all classrooms are well-equipped with up-to-date, working technology. | Consider needs of all children prior to commitment to new pieces of software. Ensure all staff are fully trained on the utility of all software | School Development Plan – increased focus on provision for all in computing curriculum/classrooms | Hardware & Software provision where needed | |
| WRITTEN/OTHER INFORMATION | | | | |
| Review information to parents/carers to ensure it is accessible | <p>Review all communications to ensure that 'simple' English is being used and no acronyms are included</p> <p>School office to provide support and help parents to access information and complete school related forms when required (offer to be incorporated to information disseminated)</p> <p>Continue to review communication channels to parents to ensure that all can access information (use of website, Dojo, Arbor, facebook, phone calls for visually impaired)</p> | | Investment in further communication tools will be considered if need is identified | |
| Ensure all staff are fully aware of guidance on accessible formats | Provide guidance to staff of dyslexia and access information | | CPD where needed including coloured overlays and coloured paged exercise books. | |
| Ensure that information is available in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators / sign language interpreters to be considered and offered when needed (on new website too) | | <p>Costs as required if translators / interpreters are utilised</p> <p>Dojo has a facility to translate messages.</p> | |