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The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
- d) It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **The School's Context**

Iford and Kingston CE Primary School is a mainstream school for boys and girls. The buildings are a mixture of offices, hall and classrooms from the 1960s, various extensions and additions and a new extension built in the late 2010s when the school expanded to one-form entry. The school is on one floor and all the classrooms can be accessed internally and externally. There is disability access to all areas and rooms with one room, the Acorn Room, needing ramps to access the room. The ramps are kept in the Acorn Room. The school has extensive outdoor facilities including a playground and two fields. All of them are accessible from the classrooms and the main buildings without using steps.

### **The School's Aims**

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.

- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

**Our Aims are to provide:**

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

**Current good practice:**

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors. The main entrance has been rebuilt and has wide double doors into the entrance. The reception area is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. The Real PE scheme that we use includes suggestions for inclusion for every activity.

We consult with appropriate agencies at the LA when new situations regarding pupils with disabilities are experienced.

The relevant classroom and some of the communal areas have been adapted to allow a child who was admitted to the school in September 2021 to have full access to areas of the school and curriculum.

<b>1. Improving access to the curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success criteria</b>
Effective communication and engagement with parents	SENCO/SLT	Termly Assess, Do, Review discussions with families where children are on SEND register.  Annual reviews with families of children with EHCPs.	SENCO time	Recently established by new SENCO and ongoing	Parents and carers are fully informed about their children's provision, engagement and progress
Training for staff on increasing access to the curriculum for all pupils	SLT/SENCO/All staff	REAL PE scheme contains strategies for inclusion. All staff have received CPD in how to use the scheme and use it weekly with all pupils  Train a mental health first aider to be available for interventions and support at dedicated slots during the week	£7,000 for buying into REAL PE (using sports grant)  Mental health first aider training for a member of support staff (cost to be investigated)  Dedicated time for mental health first aider to be available	CPD in December 2021	All pupils able to access a PE curriculum that engages and motivates them with personal targets for success and for future progress

		Training for staff to support any specific needs including use of epi-pens or specific medicines required by children	(cost to be investigated)  RSHE training for all staff (September 2021) cascaded by SENCO following training from Educator Solutions		
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SLT/SENCO/All staff	Training for specific staff to enable all pupils to access the curriculum as fully as they are able to.  All staff to be aware of principles of inclusion.	Specific resources relating to the needs of individual pupils (costs identified as needs arise).	Depending on needs of specific children.	All pupils are able to access the full range of the curriculum or as much as their needs allow.
Adaptations to the curriculum to meet the needs of individual learners	SLT/SENCO/All staff	SENCO and staff to discuss ways in which the	Specific resources relating to the needs of individual pupils (costs identified as needs arise).	Depending on needs of specific children.	All pupils are able to access the full range of the curriculum or as much as their needs allow.
Out of school activities are planned to ensure reasonable adjustments are made	SLT/SENCO/All staff	All trips and clubs to consider how the needs of children can be accommodated.	Specific resources relating to the needs of	Depending on needs of specific children.	All pupils are able to access the full range of out of school

for all pupils taking part.			individual pupils (costs identified as needs arise).		activities or as much as their needs allow.
<b>2. Improving physical environment</b>					
Ensure all areas of the school are accessible to wheelchair users	SLT/ RT	Continue to monitor the interior and exterior of the school to ensure that obstacles to wheelchair users are recognised and solutions are put in place.	Caretaker time.  Other costs as they arise.	Ongoing	Wheelchair users have full access to all areas of the school
Maintain safe access around the exterior of the school	SLT/RT	Continue to monitor the condition of the pathways around the exterior of the school, making sure that vegetation or deteriorating conditions don't cause danger or prevent access	Caretaker time  Other costs as they arise.	Ongoing	All areas of the school are accessible to pupils and staff with disabilities
Maintain safe access around the interior of the school	SLT/RT	Ensure that communal areas of the school, as well as classrooms , are free from obstructions that could limit access or cause a hazard  Bid for work on the exterior doors in Maple, Elm and Willow Classes to either provide a ramp to the step in the door or to lower the doors to floor level	Caretaker time  Cost to be identified by ESCC Buildings Maintenance team	Ongoing  Financial year 2021-2022	All areas of the school are accessible to pupils and staff with disabilities
<b>3. Improve the delivery of written information</b>					
Develop the use of the website as the principal means of communicating with families	SLT/subject leaders/admin staff	Provide a wide range of useful information to support learning and access to the curriculum through the school website so that children and families are able to engage as fully as possible with the curriculum and the wider activities of the school.	Staff time to create, maintain and update the resources	In place by Term 5 202-2022 and ongoing	All families are able to access information about the school curriculum and wider activities