Logo

Description automatically generated

**Kirkdale, St Lawrence CE Voluntary Aided Primary School**

**February 2023**

**Accessibility Plan**

**2023-2026**

**Reviewed: September 2023**

**Schools are required under the Equality Act 2010 to have an accessibility plan.**

Kirkdale St Lawrence Primary school is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. We offer a broad and balanced curriculum and have high aspirations and expectations for all children. The achievements, attitudes and wellbeing of every pupil matters.

**Purpose**

This plan shows how Kirkdale St Lawrence School intends, over a period of three years, to increase the accessibility of our school for pupils, staff, parents/carers and visitors SEND (special educational needs and disabilities)

**Disability definition**

You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

* ‘substantial’ is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed
* ‘long-term’ means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection

**Our Accessibility Plan will aim to:**

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority 1: Access to the curriculum** | | | | |
| **Outcome** | **Action** | **Lead** | **Timescale** | **Success Criteria** |
| Training for staff on increasing access to the curriculum for all learners and removing potential barriers to learning. | Staff to attend training provided on (but not limited to) epilepsy, dyscalculia, dyslexia, sensory processing challenges, ASD, ADHD, speech & language.  Staff to be supported in school by sharing expertise and knowledge. | HT  SLT  SENDCO | On going  Training to be in planned termly. | Staff feel confident to remove foreseen potential barriers to learning. All children access learning. |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENDCo to work with outside agencies/professionals to provide support. Resources/adaptations as necessary for SEND pupils/staff including (but not limited to) writing slopes, overlays, tactile toys, weighted equipment, pencil grips, visual timetables, coloured paper, wobble cushions, sensory equipment. | SENDCO  Class teachers | Ongoing | Equipment will be provided for pupils/staff to remove barriers to learning/teaching. |
| Meet individual needs of pupils during statutory assessment during end of KS1/KS2 tests and the Phonics Screening Check in Y1. | Children will be assessed in accordance with regular classroom practice, and access arrangements such as coloured paper, enlarging, and additional time, scribing and modified tests will be applied for as required. | HT  SENDCO  Class teachers | Annually | Barriers to learning will be reduced  Children can access statutory assessments |
| Appropriate use of intervention | SENDCo to review interventions for impact and progress termly during pupil progress meetings through the use of provision maps (Edukey). | EHT  SENDCo | On going  Termly pupil progress meetings | SEN pupils making progress in line with their baseline data.  Support provided for SEND pupils to access learning. |
| Curriculum resources to include examples of people with disabilities | Subject leaders to ensure, where possible, curriculum content/resources refer to and/or show people with disabilities (for example, dolls with disabilities, images with wheelchair users) | All subject leads with support of SLT | On going | Resources which reflect various (is possible all) types of disabilities. |
| Effective communication and engagement of parents | Important dates to be shared with parents to make appropriate arrangements.  Important dates and positive achievements to be shared in newsletters/ websites/ media.  Parents to be informed of their child’s provision/progress termly through the SEN drop-ins.  SENDCo to lead/attend annual reviews for children with an EHCP. | SENDCO  Class teachers  SLT | On going  Termly SEN drop-ins | Increased engagement of parents.  Parents will be informed of their child’s progress and attainment. |
| **Priority 2: Access to the environment** | | | | |
| **Outcome** | **Action** | **Lead** | **Timescale** | **Success Criteria** |
| School site accessible to all  Information:  We are a two-storey building  Access to site is on ground level.  An accessible toilet in available on site. | Individual risk assessments to be in place where necessary  Detailed transition meetings with in-year school transfers to ensure specific pupil needs continue to be met successfully in new class. | SENDCO  Site Manager | Annually/as necessary | Visitors, staff, pupils & parents can access and safely move around school. |
| Maintain safe access round the interior and exterior of the school | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear.  Individual risk assessments to be in place where necessary. | Site Manager  All staff | Ongoing  Walkways/classrooms to be cleared of obstruction as and when seen | Safe access throughout the school.  Individual needs to be met. |
| Access to school day trips/residentials | Ensure pre-visits take place where possible.  Completed risk assessments to include individual needs of pupils/staff/volunteers where necessary. | HT  SLT  SENDCO | Ongoing | All pupils able to attend trips with their peers. |
| **Priority 3: Access to information** | | | | |
| **Outcome** | **Action** | **Lead** | **Timescale** | **Success Criteria** |
|  |  |  |  |  |
| Written materials available in alternative formats if required. | Offer information electronically and on paper.  Use Google translate or other EMAS UK platform as necessary to communicate in different language. | All staff | Ongoing | Parents able to access all information. |
| Access/navigation of website | Check fonts, colours & organisation of school website for easy access.  Offer information electronically and on paper. | HT  SLT  SENDCO  Class teachers | Ongoing | Information on website will be accessible to all. |