Accessibility Policy & Plan 2023-26

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Governor lead:	Safeguarding Committee
Approval level:	Headteacher

Contents

Section	Page

1.0   Policy purpose

The purpose of this plan is to show how Kirton Lindsey Primary School intend over time to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

1.1   Definition of disability

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities." Definition of Special Educational Needs (SEND Code of Practice September 2014) – A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of the kind

b) generally provided for others of the same age in mainstream schools. This will include students with medical needs

2.0   Policy aims

- To ensure all disabled pupils are fully involved in school life and are making good progress;
- To identifying barriers to participation and find practical solutions to overcoming these;
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate;
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils;
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

3.0   Policy principles

- Compliance with the Equality Act is consistent with Kirton Lindsey's Primary School vision, values and equal opportunities policy and SEN information report;
- Our staff recognise their duty under the Equality Act:
  - o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - o Not to treat disabled pupils less favourably;
  - o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - o To publish an accessibility plan;
- In performing their duties governors have regard to the Equality Act 2010;
- Kirton Lindsey Primary School:
  - o Recognises and values the young person's knowledge of their disability and the parents'/carers knowledge of their child's disability;
  - o Recognises the effect their disability has on his/her ability to carry out activities;
  - o Respects the parents' and child's right to confidentiality;
- Kirton Lindsey Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

4.0   Improving access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of Kirton Lindsey Primary School, such as participation in after school clubs, leisure and cultural activities or school visits. Our Special Educational Needs and Disability Policy, Local Offer and SEND Information Report outline the provision the School

already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- Identification of SEND at a very early stage, supported by individual graduated support plans and the SEND register;
- High quality teaching from all members of staff;
- Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback;
- Listening to pupil and parent/carer views and considering them in all aspects of school life;
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies;
- Increasingly specialised in-class support or guidance from trained Teaching Assistants;
- Specific specialist intervention to build skills (particularly for English and Maths) in small groups and/or adapted timetables. Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for pupils;
- Special access arrangements for internal and external exams;
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups;
- Regular meetings and conversations with parents and ongoing home-school liaison;
- A structured EY/Y1, Y2/3 and Y6/7 transition programme for vulnerable students;
- Multi-agency support coordinated by the school's SENDCo and Pastoral Team.

5.0   Improving access to the physical environment

This includes improvements to the physical environment of the school and physical aids to access education. The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:

- Disabled parking spaces and access for staff, visitors and parents;
- Disabled toilets;
- The use of physical aids to support learning, such as writing slopes, sensory cushions etc. and specialised resources (e.g. foot blocks, scissors, non-slip mats, sit and move cushions, wedges, pencil grips, stablio pencils, radio aid system, braille resources)
- Appropriate risk assessments
- Learning mentor support
- Consult with external agencies to support the specific needs of individuals
- Extra transition for vulnerable pupils when needed
- Specialist advice from other professionals such as Physical Disabilities Team, Hearing Support from the HI team, support from the VI Team
- Extra time for assessments
- Staff informed of individual children's needs
- One level entrances which ensure full access to the school site, including outdoor areas;
- Customised furniture and equipment is available when needed.
- Visual timetables in all classes
- Adaptations to the presentation of information e.g. background colour for slides, coloured overlays, size and style of font.

6.0   Improving the delivery of written information to disabled pupils

This includes planning to make written information that is normally provided by each school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information takes account of pupils' disabilities and pupils' and parent's/carer's preferred formats and be made available within a reasonable time frame.

Teachers and Teaching Assistants consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout;
- Laptops and other digital technologies;
- Voice activated software for use in lessons;
- Coloured overlays for text;
- Tactile/sensory resources;
- Readers and/or scribes in exams, where appropriate

7.0 Responsibilities and Monitoring

- The Headteacher, Senior Leadership Team (SLT) and the Resources committee review the financial implications of the accessibility plan as part of the normal budget review process.
- All staff are responsible for identifying and removing barriers to learning for disabled pupils;
- All leaders are responsible for improving accessibility within their area of responsibility;
- The Governing Board is responsible for the approval of this plan;
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this
- plan;
- The SENDCO is responsible for ensuring that all current pupils' needs are covered by this plan and
- for monitoring the effectiveness of the plan in meeting disabled pupils' needs.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

8.0 Accessibility Plan

1. Improving Participation in the Curriculum

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT	Termly meetings with parents/carers – Termly consultations Termly IEP meetings with SENDCo Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT SENDCo School nurse	Epipen training Training from SALT, social communication team, behaviour and learning support team, sensory support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: Epipen Training Team Teach Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to	SEND Co	Strategic deployment of support staff/inclusion	Specific apps to support learning	In place and ongoing	Positive impact on

increase access to the curriculum for all pupils	SLT	teaching assistant. Use of ICT	on iPads		pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SENDCo AB	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Speech therapist half termly Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT SENDo Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	HT AM	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	HT AM	Designated disabled parking Wide doors and corridors		In place	Physical accessibility of school increased
Improve signage to indicate access routes around school	HT AM	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	HT AM	Ensure that pathways are kept clear of vegetation	Cost included in ground`s maintenance contract	Ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	HT AM	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school

3. Improving the Delivery of Written Information					
Priority	**Lead**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Availability of written material in alternative formats	Office SLT SENDCo	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	Contact details and cost of translation / adaptation	When needed	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.