



Kensington Avenue Primary School

Accessibility Plan

Adopted by: Governing Body

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Last reviewed on: December 2018

Next review due by: December 2021

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

At KAPS we aim to provide the highest standards of education, in an inclusive environment, through effective teaching and learning for all pupils with a broad, balanced and differentiated, relevant curriculum that includes all statutory requirements.

- To provide equal opportunity for everyone at our school regardless of race, class, gender, special educational needs, religion, sexual orientation, culture, age, disability or ability.
- To encourage and develop independent thinking, self-esteem and confidence, together with respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing environment.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with other educational providers and the wider community.
- To provide efficient leadership and management with effective communications at all levels.
- To further encourage team work amongst all the staff, promoting professionalism in relationships and communication.
- To ensure the efficient use of resources: human, physical and financial.

Our pupils tell us that the school should be here:-

- To teach people
- To try and make everyone feel happy
- To help people to communicate with each other
- To help people to be more confident
- To encourage independence
- To increase tolerance
- To achieve self-goals
- To listen to children's problems

- To learn to have fun
- To co-operate with other children
- To be able to trust people
- To learn new things

Mission Statement

At KAPS, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils is monitored and we use this data to raise standards and ensure inclusive teaching and personalised learning. We make reasonable adjustments to ensure that lessons, visits and the school environment are as accessible as possible. At KAPS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In addition, the school is committed to ensuring equal treatment of all pupils, staff, parents and carers 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. This school will not tolerate harassment of disabled people with any form of impairment.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This scheme needs to be read in conjunction with the Croydon policy for Disability, School's SEN policy and SEND report, the Race Equality and Equal Opportunities Policy

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [\[include as appropriate: pupils, staff and governors of the school\]](#).

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Furniture and equipment available to support learning and independences of all learners</i></p>	<p>To monitor the progress of all children</p> <p>Ensure Children's learning is appropriately differentiated</p> <p>Improve the participation of disabled children in school life.</p> <p>Raise awareness of disability issues with all stakeholders</p>	<p>Teaching and learning take account of different learning styles and needs</p> <p>Monitoring of learning to ensure differentiation.</p> <p>Work sampling on differentiation</p> <p>Training for staff on differentiation.</p> <p>Collect data on the involvement of disabled children in school clubs and activities</p> <p>Maintain children with disabilities holding</p>	<p>Teachers</p> <p>HT/DHT</p> <p>SENDCo</p> <p>DHT/SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Annually / inclusion workshops weekly</p> <p>½ termly</p> <p>Termly</p>	<p>Increased access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as is the able-bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits.</p>

			positions of authority as appropriate e.g. school council and Buddies Training to raise awareness of disability issues	HT/DHT	Annually	
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Accessible parking bays near entrance to the school • Accessible toilets 	Make reasonable adjustments for disabled children, parents and carers as required.	Ensure seating is appropriate for hard of hearing /visually impaired parents and children at assemblies and productions Ensure space for wheelchair users for assemblies and productions etc.	Class teachers Site team	Ongoing ongoing	Improved physical environment to increase the extent to which disabled pupils and all stakeholders can take advantage of education and associated services:
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible.</i> <i>This includes:</i> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured backgrounds on interactive whiteboards. • Printed materials 	Improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled	Induction Loop – consider repair or replacement. Training for staff on how to use communication in print. Further develop dyslexia friendly classrooms	ICT team SENDCo Inclusion team / class teacher	Autumn Term 2018 Spring term 2019 ongoing	Whole school community aware of issues relating to access.

	<p><i>presented in an alternative if required.</i></p> <ul style="list-style-type: none"><i>We communicate with our parents via text, email, phone calls and face to face</i>					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 stories Accessible lift between floors	Ensure stairs are kept clear at all times	Site Manager Staff Members Children	
Corridor access	Corridors remain clear and not obstructed with furniture.	Corridors remain clear of furniture, rubbish and debris	Site Manager Staff Members Children	
Lifts	Two lifts Enhanced Learning Provision Key stage 2	Lifts maintained, reported if not functioning	Site manager	
Parking bays	Multiple parking bays next to entrances in car park	Parking bays near entrances to be kept for Disabled users Consider signage on the floor for Disabled Parking bays	Site Manager Staff Members	
Entrances	3 Entrances to school site all accessible 7 fully accessible entrances	Entrances to be kept clear and remain unlocked during the school day	Site Manager Staff Members	

Ramps	3 Ramps Key Stage 2 Hall Key Stage 1 Corridor Year 5 Classroom	Ramps maintained, clear of rubbish and debris	Site Manager Staff Members	
Toilets	4 disabled toilets	To be kept cleaned and clear	Site Manager Staff Members	
Reception area	Fully accessible double doors	Kept clean, tidy and clear	Site Manager Office staff	
Internal signage	Some signage across the school	More signage using Communication in Print , consider signage in top three languages spoken within the school, Polish, Urdu and Arabic	Inclusion team	
Emergency escape routes	Many accessible escape routes throughout the school.	Escape routes to be kept clear at all times	Site Manager Staff Members	