



Kensington Avenue Primary School

Accessibility Plan

Agreed and Approved by	Governing Body
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Version	1

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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, responsibility, perseverance 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.

Mission Statement

At KAPS, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the

school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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 SEND 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 pupils, parents, staff and governors.

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	Objectives	Actions to be taken	Person responsible	Monitoring/ Timescale	Success Criteria
CURRICULUM ACCESS						
Ensure provision for children with SEND, EAL and those newly arrived is mapped across the school and that interventions are tracked and monitored for impact.	<p>Map provision for these children across the school.</p> <p>Termly pupil progress meetings to include scrutiny of provision and outcomes for all groups of pupils. SLT to review impact of interventions post pupil progress meetings.</p>	Provision for children with SEND, EAL and those newly arrived is appropriate and meets their needs	<p>To track and review the provision for these children</p> <p>To use termly pupil progress meetings to track outcomes</p> <p>Consistent review of interventions and their impact</p>	<p>AHT Inclusion/ SENCO/ Class teachers</p> <p>AHT's/ Inclusion Team</p> <p>SLT</p>	<p>½ termly</p> <p>Termly</p>	All pupils in these groups make good progress from their starting points.
Ensure all children continue to have access to the wider community to enhance & continue to	<p>Regular trips and visitors for all year groups as part of a broad and balanced curriculum</p> <p>Risk assessments include all health and safety requirements as well as any additional needs of pupils</p>	<p>To deliver an enriched curriculum that allows the children to have access to the wider community.</p> <p>To use the outside space to enrich children's learning experiences</p>	Trips and visitors used to enrich and further children's experiences and understanding	AHT- Raising Standards Lead/ Forest School Lead / class teachers	Ongoing	Pupils experience a rich curricular and extra - curricular experience with regular access to the wider community.

enrich the curriculum and school outdoor area to enhance curriculum experiences.	<p>Ensure effective use of outdoor space enhances and enriches learning experiences including the Edible Playground and Forest School</p> <p>Identify opportunities for local visits</p>		Utilizing the outdoor space available to teach a broad and balanced curriculum	AHT- Raising Standards Lead/ Forest School Lead / class teachers	Ongoing	
Prioritise student participation in all school activities.	<p>Promote student awareness of the opportunities available for participation by all pupils</p> <p>Ensure student activities are accessible to all students.</p> <p>Ensure that there is adequate provision for medical /dietary needs so that these children can access all aspects of school life.</p> <p>Provide after school enrichment activities</p>	<p>To offer a range of after school activities that are accessible for all</p> <p>Improve the participation of disabled children in school life.</p>	<p>Ensuring that the activities on offer are accessible to all and there are opportunities for all to participate</p> <p>To track and collect data about the participation of SEND/disadvantaged children school clubs and activities</p> <p>Maintain children with disabilities holding positions of authority as appropriate e.g. school council and Buddies Training to raise awareness of disability</p>	<p>Class teachers/ Inclusion Team</p> <p>AHT Inclusion/ Inclusion Team</p> <p>Class teachers/ AHT Inclusion</p>	<p>Ongoing</p> <p>½ termly</p> <p>Ongoing</p>	Increased participation in school life for students with disabilities. 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.

			issues			
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Furniture and equipment available to support learning and independences of all learners</p>	<p>To monitor the progress of all children</p> <p>Ensure Children's learning is appropriately differentiated</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>Training to raise awareness of disability issues</p>	<p>Teachers</p> <p>AHT- Inclusion/ SENCo</p> <p>AHT- Inclusion /SENCo</p> <p>Inclusion Team/ AHT</p> <p>Inclusion Team</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Annually / inclusion surgeries</p> <p>Termly</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.

SCHOOL BUILDING ACCESS						
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <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.	<p>Ensure seating is appropriate for hard of hearing /visually impaired parents and children at assemblies and productions</p> <p>Ensure space for wheelchair users for assemblies and productions etc.</p>	<p>Class teachers</p> <p>Site team</p>	<p>Ongoing</p> <p>ongoing</p>	Improved physical environment to increase the extent to which disabled pupils and all stakeholders can take advantage of education and associated services:
ACCESS TO INFORMATION						
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured backgrounds on • Interactive whiteboards. • Printed materials • in an alternative if required. • We communicate with our parents via text, email, phone calls and face to face 	<p>Improve the delivery to disabled pupils of information that is provided in writing</p> <p>To communicate with all stakeholders, making information accessible regardless of disability</p>	<p>Ongoing training for staff on how to use communication in print.</p> <p>Continue to develop dyslexia friendly classrooms</p>	<p>Inclusion Team/ SENCo</p> <p>Inclusion team/ class teacher</p>	<p>Ongoing</p> <p>Ongoing</p>	Whole school community aware of issues relating to access.

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 and disabilities (SEND) 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	5 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	

