Kidmore End CE Primary School

Accessibility Plan and Statement

2022-2025

Owner:	Kidmore End Primary School
Type:	Level 3
Type:	Statutory
Ratified by	Resources
Date Ratified:	31/01/2022
Date Policy to be reviewed:	Spring 1 2025

3	**Policy guidance provided**: statutory policies but ones that require consideration at local level to ensure pupils' needs are fully met and local circumstances are taken into account. Central team provides policy guidance.

Oxford Diocesan Schools Trust Accessibility Statement

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan. This plan should cover:

a) Increasing the extent to which pupils with a disability can participate in the curriculum within ODST's schools.

b) Improving the physical environment of the schools in ODST for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the academy, and

c) Improving the availability of accessible information to pupils with a disability.

Responsibility of Schools

In ODST schools, the creation of an Accessibility Plan is delegated by the Board of Trustees to the Local Governing Body of each member school to ensure that local needs are reflected.

The Accessibility Plan must be reviewed every three years and must be approved by the Local Governing Body (although the composition of the plan may be delegated to a committee, an individual governor or the Headteacher).

Schools should provide adequate resources for implementing their Accessibility Plan and for ensuring regular review. Ensuring effective accessibility though is a collective responsibility and the plan should be shared with all stakeholders to enable them to support this process.

Format

A school's Accessibility Plan may be a freestanding document but can also be published as part of another document. A checklist and example format are included below but schools should wherever possible keep their document concise whilst focussing on the principles of accessibility.

ODST Statement of Intent

ODST is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers 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 continually developing a culture of inclusion, support and awareness within the Trust.

Equality Impact Assessments will be undertaken as and when policies are reviewed. The terms of reference for all Trustees' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

ODST's policy on equality aims to ensure that there is no discrimination against any group with a protected characteristic of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. ODST's intention is that any person with a disability, whether a pupil or employee, is not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the Academy Trust's Equality Policy.

At a macro level ODST will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

Appendix 1- Accessibility Plan Checklist

What to Cover	Tips
Accessibility plans must set out how the school will: • Aim to increase the extent to which pupils with disabilities can participate in the curriculum; • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided; • Improve the availability of accessible information for disabled pupils.	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities? • Do admissions policies ensure equal accessibility?
Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help the school meet its aims and values?
Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?

Appendix B- Considerations around the School

Areas	Features
Main building	Are entrances and exits to classrooms flat and accessible to wheelchairs? Are accessible disabled toilets provided? Are light switches and door handles suitably positioned for wheelchair users?
ICT equipment	Are entrances and exits accessible? Is there adequate provision for wheelchair users such as laptops or hand-held devices?
Outside areas	Is access available to all pupils? Are pathways sufficiently wide for wheelchair access? Are pathways flat and obstacle free? Are ramps provided as an alternative to steps?
Lesson planning	How will you support the needs of all learners? Consider variation of activities, timing, instructions, equipment, teaching style etc
Materials	Are written materials accessible to all, and in the format needed?
Use of support staff	How will support staff enable effective accessibility during the lesson? Will their use allow all children and young people to be equally included in class activities?
Classroom organization	Do arrangements consider mobility impairments, hearing impairments, visual impairments, children with challenging behaviours etc? What seating plans will be in use?
Unexpected incidents	What systems are in place for dealing with unexpected incidents such as evacuations or medical episodes?

Through engaging classroom staff in the process of drawing up an Accessibility Plan, other practical considerations can be met.

Accessibility Statement

<u>Vision Statement</u>

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan.

The purpose of Kidmore End CE Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

a) Increasing the extent to which pupils with a disability can participate in the curriculum;

b) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;

c) Improving the availability of accessible information to pupils with a disability.

Kidmore End CE Primary School recognise that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Kidmore End CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers 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 continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

Contextual Information
Kidmore End CE School opened on this site in 1856. It comprises an original Victorian building, with later additions including a school hall, offices, kitchen and four classrooms in the main block built in the 1960s and two further classrooms in the Higgins Building built in 2015. There is a second storey which contains an office and the staffroom. One classroom is accessed down two steps and the fire evacuation route has one step. The main entrance to school used by children has level access, as does the Higgens building, although the front entrance used by visitors is stepped. There is a wheelchair accessible toilet in the main block. Outdoor areas include a tarmac playground, a field, quiet garden and all weather pitch. All these areas have level access.
Current range of known disabilities
At present we have no wheelchair dependent pupils, parents or members of staff. We have a small number of pupils who have a hearing impairment. The school has children with a range of special educational needs including moderate and specific learning difficulties.

Kidmore End CE Primary School
Accessibility Plan

Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
To continue to train staff to enable them to meet the needs of children with a range of SEND	Review training needs for staff at the start of academic year. Assess training needs in light of any new starters. Implement sharing of knowledge internally within school. Access external training where appropriate.	AG (SENCo)	Access to training SENCo time Time for staff to be trained	Review of training (yearly)	Staff will be able to meet pupils' needs enabling all children to access the curriculum.
To increase understanding, and examples of people with, disabilities in curriculum and within curriculum resources	Embed revised PSHE Curriculum across school. Review resources across all curriculum areas including availability of suitable texts.	AG (HT) AG (SENCo)	PSHE Association/Coram Scarf Membership TBC once audited	PSHE Curriculum reviewed/updated PSHE Curriculum monitored	Children will have a deeper understanding for people with disabilities
To ensure our admissions policies (main school and nursery) ensure equal accessibility	Review admissions policy to ensure equal accessibility	AG/TH	SLT time	Admissions policy in place	The Admissions policy will reflect our commitment to ensure equal accessibility
Use of ICT to support learning	Ensure appropriate software and hardware in place and working properly	IT Technician	Ensure IT resources meet the needs	As required	Effective use of SEN resources to support
All educational visits to be accessible	Guidance on trips to include accessibility information. Ensure each new venue is appropriate.	EVC/SENCo	EVC planning and training	As required	All pupils can access Educational activities and participate fully
Monitor PE Curriculum to ensure accessible to all	Seek disabled sports people to visit school. Ensure range of PE activities adapted to be accessible to all	PE Leader /SENCo	PE Association membership	As required	All have access to PE and are able to excel
Lessons are responsive to pupil diversity	Include work in pairs, groups and individually, with a variety of activities and recording opportunities over time	HT/All teachers	Monitoring visits Staff have access to quality resources	Ongoing	Planning and observations of teaching show all, pupils access lessons and are able to excel
Recognise additional time needed for some activities e.g. statutory assessments	Consideration of access Arrangements. Planning opportunities for additional time where needed.	HT/All teachers	Parental meetings Additional staffing and purchase or resources	Ongoing	Plans show sensitivity to needs of some pupils for extra time to complete activities to a high standard

Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	- A series of small steps to main entrance and main hall - Ramped access to Higgins Building - Small steps from classrooms Y2,Y3,Y4,Y5 & Y6 - Small step into Learning Zone - Ramped access for visitors and staff from the rear of the building - Flight of steps to staffroom	- Review with Governing Body possible changes to access at the front of school - Review whether temporary ramps should be purchased - Access to staff room needs to be reviewed for any staff members with mobility issues	Resources Governors	- Spring 23
Reception Area	- Large area with direct access from outside. - Assistance may be required in opening the door for some disabled users. - Sign in device is located at the office window, this may be too high for some wheelchair users.	- Consider signage at main entrance so that visitors know how to gain access and request support if they need it. - Consider accessibility to sign in equipment for wheelchair users, facilitate as appropriate.	Resources Governors	- Summer 2022 - Ongoing
Parking area	- Disabled parking available in main car park			
Number of floors	- Classrooms and all learning areas on one floor. - Staffroom and SEN office on first floor	- Access to staff room needs to be reviewed for any staff members with mobility issues	Resources Governors	- Summer 2022 - Ongoing
Lifts	- N/A			
Ramps	- None	- consider purchasing ramps for classroom where needed		
Toilets	- Disabled toilet accessible from all classrooms in main building, and can be accessed from the Higgins Building	- Consider signage at main entrance so that visitors know how to gain access and request support if they need it		