

Accessibility

KINGSKERSWELL C OF E PRIMARY SCHOOL



Achieve, Believe and Create Together

Jeremiah 29:11

For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you **HOPE** and a **FUTURE**.

Approved by: Board of
Governors

Date: November 2021

Last reviewed on:

Date: April 2025

Next review due by:

Date: April 2026

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan meets the requirements set out in Schedule 10 of the equality act.

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 the whole school offer
- Improve the availability of accessible information to disabled pupils

School overview

Kingskerswell C of E Primary School aims to treat all pupils fairly and with respect. We aim to provide access and equal opportunities to all pupils, without discrimination of any kind. Within our whole school community, we live the Christian values that underpin our ethos; we respect and value, equally and inclusively, each and every member of our school community, regardless of whether they have a disability.

This plan, along with the actions, are reviewed and updated every three years, or more frequently if further adaptations and changes need to be made to the school's accessibility.

What we do

Our school is committed to educating our staff in equality issues, including understanding disability. We work with a number of health outreach services, including: School nursing team; Diabetes team; Specialist Epilepsy team; Physical difficulties teams; Occupational and Physiotherapists; CAMHs and the Devon Inclusion Team. We 5 staff members trained in Mental Health First Aid and a Mental Health Lead, promoting whole school understanding and awareness of 'hidden' disabilities.

This plan is shared with a range of stake holders, including staff, parents and governors.

Access to the curriculum

Objective/Aim	Who	Outcome	Progress
Staff trained in interventions	SENCO and Subject Leaders	Interventions in place to allow children to be able to access the curriculum	Complete and always under review
Resources available for children E.g. <ul style="list-style-type: none"> Specialised seating Laptops or ipads for typing Specialised ICT programmes Specialist writing and reading equipment e.g, overlays 	SENCo	All children can equally access the curriculum, regardless of disability.	Complete and always under review
Differentiated curriculum, including opportunities to access: <ul style="list-style-type: none"> Sensory breaks Personalised timetable 	SENCo and Class teachers	All children can equally access the curriculum, regardless of disability.	Complete and always under review
Regular learning support meetings between staff and parents/carers with personalised learning plans.	SENCo and Class teachers	All children can equally access the curriculum, regardless of disability.	Complete and always under review
Staff trained to meet medical needs: <ul style="list-style-type: none"> Diabetes training Epilepsy training Asthma training 	SENCo	All children can equally access the curriculum, regardless of disability including medical needs.	Complete and always under review
Extensive Transition Arrangements before starting school: <ul style="list-style-type: none"> Home visits made Visits to preschools Meetings with SENCO and Early Years Lead 	Early Years Lead	All children to transition in to school positively regardless of need or disability.	Complete and always under review

Improve and maintain access to the physical environment

Objective/Aim	Who	Outcome	Progress
Push button doors through the school with space for a wheel chair to fit through. Wide corridors.	SENCO and Subject Leaders	All children can equally access physical environment, regardless of disability including medical needs.	Complete and always under review
Lift access to the upstairs offices and staffroom	SENCo	All children can equally access physical environment, regardless of disability including medical needs.	Complete and always under review
Contrasting colours used where possible for differences in services e.g. carpet to outside (hazard tape)	SENCo and Class teachers	All children can equally access physical environment, regardless of disability including medical needs.	Complete and always under review
Disabled toilet and changing facilities.	SENCo and Class teachers	All children can equally access physical environment, regardless of disability including medical needs.	Complete and always under review
Disabled parking bay	SENCo	All children can equally access physical environment, regardless of disability including medical needs.	Complete and always under review

Long term aims: Better access to Forest School for wheelchairs.	SENCo SLT	All children can equally access physical environment, regardless of disability including medical needs.	The start of the new garden being built on the flat level site.

Access to information

Makaton used by staff. Visual symbols used around school. Signing promoted through school.	SENCo	All children can equally access information, regardless of disability.	Complete and always under review
Audio systems used such ALD for hearing impaired	SENCo	All children can equally access physical environment, regardless of disability including medical needs.	Complete and always under review
Internal signage clear throughout the school	Health and Safety Lead	Everyone can equally access physical environment, regardless of disability including medical needs.	Complete and always under review
Signing interpreter used for parent meetings and induction meetings	SENCo	All member of our school community can access the information from school.	Complete and always under review

Long term aims: Letters and communications from school to be available in more languages to match those of our school community.	SENCo and SLT	All member of our school community can access the information from school.	
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This policy should be read in conjunction with:

- The SEND Policy
- Our admissions policy
- Equal opportunities policy

