



KING'S OAK PRIMARY SCHOOL

Accessibility plan

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Policy reviewed and approved by: Full Governing Body

Date of approval: April 2023

Date of next review: April 2026

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

King's Oak Primary School is a large multicultural primary school for children from 3-11 years with a preschool for two year olds. The school has a Specialist Resourced Provision (SRP) for children who have identified social communication needs and/or a diagnosis of Autism Spectrum Disorder and who fall within the category of mild to moderate learning needs. The SRP is for pupils whose primary needs are communication and interaction. The admission arrangements for all year group SRP places are made by the local authority (Achieving for Children - AfC).

We are committed to equality of opportunity and ensure that every child has equal access to all areas of school life. We believe that every child has the right to achieve his/her full potential. We pride ourselves on being an inclusive school.

At King's Oak Primary School, we make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social and emotional difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of a number of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an existing Education, Health and Care plan are made in conjunction with AfC.

The Accessibility Action 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.

The school supports any available partnerships to develop and implement the plan.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Offer a full range of additional provisions to ensure pupil needs are met.</p> <p>School visits and journeys when planned and risk assessed take into account the additional needs of all pupils and reasonable adjustments made to allow full access.</p>	<p>Implementation of provision mapping software from Edukey.</p> <p>Educational Visits Coordinator (EVC) and Special Educational Needs Coordinator (SENCO) to work together to ensure needs addressed at each stage of visit and journey planning.</p>	<p>Sendco</p> <p>EVC / SENCO</p>	<p>Sept 2023</p> <p>Ongoing</p>	<p>Needs of all pupils being met and range of interventions shared and understood across the school</p> <p>No pupil to be excluded from participation in a planned activity</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Step free access • Wide corridor width • Disabled parking bays • Disabled toilet • Single storey school layout • Flat areas for play / sport 	<p>Ensure that new pupils or those that develop additional physical needs are able to access all aspects of the site</p>	<p>Risk assessments and modifications in place as and when required</p>	SBM	Ongoing	All pupils able to access site
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Assisted hearing technology • Pictorial or symbolic representations 	<p>Ensure that all classrooms are equipped with appropriate display technology</p> <p>To provide pupils with more effective symbol communication using Inprint from Widgit</p>	<p>Update classroom display technology from projector to interactive screens to aid visual access</p> <p>Ensure that all staff have access to Widgit software and are trained in how to use it</p>	<p>SBM / IT Subject Lead</p> <p>IT Subject Lead / SENCO</p>	<p>Sept 2023</p> <p>Jan 2024</p>	<p>All classrooms have high quality interactive screens</p> <p>Pupils who need additional visuals are able to have them readily and easily</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- SEND Policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy