

Document Name:	Accessibility Plan
Review Committee:	Full Governing Body
Reviewed:	Autumn 2021
Approved:	22 nd November 2021
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1. Purpose of the plan

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.

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. 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, 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 staff, parents 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. Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice (include established practice and practice under development)	Objectives (short, medium and long term)	Actions to be taken	Person(s) responsible	Date to complete actions by
To increase access to the curriculum for pupils with a disability	At Kingswood, we offer a differentiated curriculum for children with a wide range of prior attainment. We use resources specific to children's individual needs to enable them to access the curriculum fully.	<p>To provide support during PE sessions to enable those children with SEND to have appropriate support (particularly for dyspraxia/ physical difficulties)</p> <p>To provide access to the curriculum through the use of ICT/ larger fonts/ coloured paper, etc.</p>	<p>Commitment to using Sports Premium to provide support staff in PE sessions.</p> <p>Termly staff meetings to assess needs of individual children and then address these concerns through practical means (in conjunction with support/advice from external agencies)</p>	<p>HT</p> <p>Class teachers/ SENCO/ HT</p>	<p>Ongoing</p> <p>Ongoing – to be reviewed on a termly basis based on individuals' needs</p>
To improve and maintain access to the physical environment	Children with specific needs have equipment (e.g. seating arrangements) to enable them to access the environment/ learning	To provide access from lower part of school (Oak & Maple classes, hall and playground) to upper part (Beech & Birch classes & main entrance)	Installation of a wheelchair lift in main corridor	HT/ Govs	August 2023

To improve the delivery of written information to pupils	Signage around the school is in large and clear form (particularly warning signs)	Ensure the maintenance of emergency signage and lighting	Monthly checks of signage and emergency lighting – six monthly contractor check of same	HT	Ongoing
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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 Body, with guidance from the Premises Panel and the headteacher.

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) policy
- 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	<p>Steps leading from Oak/ Maple hall and hall to Beech class and reception area.</p> <p>Stairs to first floor for Birch class and staffroom</p>	Internal stair lift from lower part of school to upper	HT and Govs	August 2023
Corridor access	All corridors are wheelchair accessible and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Entrances	Entrances at front and rear accessible	None required	HT	Ongoing
Ramps	Ramp leading from back playground to upper part of school is not compliant due to finishing in two steps	Internal stair lift from lower part of school to upper.	HT and Govs	August 2023
Toilets	No accessible toilets for either staff or children	Currently no plans to equip school with accessible toilet – possibility at lower end of school if need arises	HT and Govs	Ongoing
Emergency escape routes	Large clear labels – all emergency lighting fully tested (monthly by school staff, six-monthly by contractors)	Ensure signs maintained	HT	Ongoing