



Kennington Primary School

Accessibility Policy 2018

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Kennington Primary School is 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 recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Kennington Primary School Accessibility Plan shows the measures taken to improve access for disabled pupils, staff and visitors to the school and the ongoing need to make reasonable adjustments to accommodate needs where practicable.

The School and School Grounds

A new main school entrance was built in 2008. It has a ramp for wheel chairs. There is one disabled parking space in the school staff carpark and there is a disabled toilet on the infant corridor. All doorways within the school are wide enough to accommodate a wheelchair if necessary.

Information is available on the school website and on the notice boards in the junior and infant playgrounds in addition to regular newsletters. School furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptops, computers and interactive whiteboards installed in every classroom.

Accessibility Plan 2018 -2020

	Targets	Strategies	Timeframe	Success Criteria
Physical Access	To ensure that all pathways to and from school allow safe access for all pupils.	Caretaker to check pathways each day and ensure they are kept frost free in winter.	Ongoing	Safe access into school for all pupils
	To ensure all areas of the school can be accessed by a wheel chair.	Audit entrances around the school, ensure disabled access is clearly marked and not restricted in any way.	Ongoing	Safe access into school for wheel chair user.
	Ensure that there is a clearly marked disabled parking space in staff carpark.	All staff, visitors and parents know that this space is to be left empty for disabled badge holders.	Ongoing	Disabled parking space will be visible and accessible.
Evacuation of school.	To ensure that fire escapes and procedures for evacuation are revised and visibly marked around school.	Review of fire procedures and ensure relevant officer has received updated training. Ensure that regular practises are undertaken, evaluated and recorded.	Termly – minimum requirement.	Staff and children are well informed about fire safety around the school and kept up- to - date with any procedural changes. Children are clear about their exit from school and have regular opportunity to practise the process. All involved in school are briefed on the School's safety standards.
	SEND – To ensure children with physical needs have a personalised evacuation plan (PEEP).	PEEP must be in place for any child this applies to. A copy kept in their file and centrally.	Review and amend as required for individual's needs.	Personalised plans in place easily accessible and practised in case of emergency evacuation.

<p><i>Access to the Curriculum</i></p>	<p><i>To ensure that teachers and support staff have the necessary training to support children with complex needs and or disability.</i></p>	<p><i>Carry out an audit of teaching and support staff training needs, analyse and develop a list of training need priorities. Seek advice from external agencies in supporting children. (Occupational health, physiotherapists, special school experts etc).</i></p>	<p><i>Review annually</i></p>	<p><i>Staff will be more able to meet the needs of the children in accessing the curriculum.</i></p>
<p><i>Access to information</i></p>	<p><i>To ensure parents/carers are made aware of the written materials and agencies who can support their child;within the local authority. To ensure parents/carers feel confident and comfortable sharing information</i></p> <p><i>To ensure parents/carers feel confident and comfortable sharing information and or seeking advice.</i></p>	<p><i>Parents made aware of services available via: Newsletters, Leaflets, Parents/carers meetings, School nurse, Learning Mentor, SENCO</i></p> <p><i>Meetings with parents are recorded and kept confidential. Sharing of advice with support staff is done to support the child. Parents/carers must be asked for consent to share any information with outside agencies.</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>Parents feel supported and well informed. Information is disseminated appropriately and effectively.</i></p> <p><i>Sensitive information will only be shared with the support team in school. Parental consent will be request before sharing any information with external agencies. All records will be confidential and secure.</i></p>