



Kennington Primary School

Accessibility Policy 2022

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.

Definition of disability: A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.

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

Kennington Primary School is a single storey building. The main school entrance was built in 2008 and has a ramp for wheel chairs. There is one disabled parking space in the school staff car park. The EYFS entrance has a very small step and there are steps to enter the Key Stage 1 entrance. There are no steps to enter Key Stage 2. There are two entrance/exit doors, one next to Year 3 and one opposite Year 6.

Classrooms are average size and can accommodate wheelchair users and or children with specialised seating, there is an accessible toilet on the Key Stage 1 corridor. All doorways within the school are wide enough to accommodate wheelchairs or specialist seating.

We are constantly seeking to improve the physical environment of the school within the financial constraints of the available budget.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review as the needs to our population change.

We are continuously striving to increasing access for disabled pupils to the school curriculum by improving teaching and learning. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. All children are enabled and encouraged to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant afterschool clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others. In exceptional circumstances if a class educational visit is deemed unsuitable, if after discussions with the parents and adjustments can be made then an alternate visit that meets the needs of the child will be arranged.

The school currently has children attending with a range of disabilities which include moderate, specific and complex learning disabilities, sensory processing needs, communication needs, social and emotional needs, visual and auditory impairments and physical disabilities.

Accessibility Plan 2022-23

Target	Strategy	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum and teaching a personalized curriculum.	Be aware of staff training needs on curriculum access Assign CPD as needed e.g. differentiation for dyslexia, dyscalculia, ASD, ADHD Online learning modules if required	On-going and as required	SENCO and SLT	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required	As required	SENCO and SLT	Raised confidence of support staff. SEND pupils make good progress
Ensure all staff are aware of disabled children's curriculum access needs.	Set up individual access plans for disabled pupils when/if required. Information sharing with all agencies and staff involved with child Handover/transition meetings clear	As required	SENCO and SLT	All staff aware of individual needs. Needs are met in all circumstances
Use ICT software to support learning	Make sure appropriate software is installed where needed and staff are able to use it	As required	SENCO, class teachers, IT tech	Wider use of SEN resources in the classroom. Children with SEND make good progress
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness prior to booking	As required	EVC, class teachers	All pupils in school able to access all educational visits and take part in a wide range of activities
Ensure PE is available to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school Work with outside agencies (OT/Physios where needed)	On going	SENCO, SLT, PE subject Lead, class teachers	All to have access to PE and be able to excel. Positive role models are apparent to all pupils

<p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the Care Plan process when required</p> <p>Be aware of staff, governors and parents/carers access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers.</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>During recruitment process</p>	<p>SENCO and Headteacher</p>	<p>Pupil passports & Care Plans in place for children with SEND and all staff aware of pupils' needs All staff and governors feel confident that their needs are met Access issues do not influence recruitment and retention</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure staff are aware of their responsibilities</p>	<p>As required</p> <p>Annually in September</p>	<p>SENCO and Head teacher</p>	<p>All disabled pupils and staff are safe in the event of a fire</p>
<p>Ensure accessibility of access to IT equipment</p>	<p>Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI service with regard to the visually impaired and hearing impaired pupils</p>	<p>On-going and as required Software may be required</p> <p>As required</p>	<p>SENCO, Head Teacher, IT tech</p>	<p>Hardware and software available to meet children's needs VI/HI children's needs are met</p>
<p>Review information to parents/carers to ensure it is accessible</p>	<p>Provide information and letters in clear print in 'simple' English. Provide translations to non-English speaking families School office will support and help parents to access information and complete school forms.Ensure website and all documents accessible via the school website can be accessed by the visually</p>	<p>During induction and ongoing</p>	<p>Bursar/ Headteacher</p>	<p>All parents receive information in a form they can access All parents understands what are the headlines of the school information</p>

	impaired			
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on specific SEND issues and information readily accessible	ongoing	SENCO	Staff can easily access specific information as needed
Annual review information to be as accessible as possible	Ensure Pupil passports are written with the involvement of children and parents	Ongoing	Senco	Pupil passports are more meaningful to the child and staff are better aware of their needs and opinions
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirements for access by person with visual impairment	ongoing	Head Teacher	All can access information about school