Kirkbride Primary School

# Kirkbride

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**Accessibility Plan**

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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 pupil or students can participate in the curriculum

• Improve the physical environment of the school to enable disabled pupil or students to take better advantage of education, benefits, facilities and services provided

• Improve the availability of accessible information to disabled pupil or students

We aim to treat all pupil or students fairly and with respect. This involves providing access and opportunities for all pupil without discrimination of any kind.

This plan will be made available online on our website, and paper copies are available upon request.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We support any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility this procedure sets out the process for raising these concerns.

Pupils, Parents, Carers, Social Care, Health Care and specialist teachers are consulted prior to admission and procedures and facilities put in place. Views of parents regarding how the needs of pupils with SEN are met are gained through reviews, both formal and informal. We have taken these views, and that of other stakeholders including staff and governors, into account when drawing up this document and continue to consult with parents, carers, specialists and others in order to ensure our approach is fit for purpose and continues to be suitable for the needs of all of our pupil or students.

1. **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 pupil or students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or student faces in comparison with non-disabled pupil or students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1. **Addressing the Plan**

In order to ensure that we embrace our obligations, we will:

• Cultivate a positive attitude towards learning in the whole school community

• Ensure the highest quality of learning experience for all pupils

• Provide an environment and community that is safe, stimulating and supportive

• Ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.

• Increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupil or students. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupil or students.

• Develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.

• Regularly review and evaluate standards of attainment for disabled pupils.

• Monitor exclusions and look at recruitment and promotion procedures in light of disability legislation. We are a small Primary School with less than 90 pupils. Incidence of disabilities is very low. Currently we have pupil or students with Difficulties with Communication and Interaction, Cognition and Learning and Social and Emotional Well-being.

1. **Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010, and is addressed via the three purposes noted above.

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| Aim | Current Good Practice | Areas for Development | Person Responsible | Date | Success Criteria |
| Increase access to the curriculum for pupil or students with a disability | Every pupil follows a curriculum that is appropriate to their needs, for example through adaptation to meet the needs of a gifted and talented pupil or one with severe social and emotional well-being difficulties. Adaptations are made for pupils with physical difficulties in practical activities and these are reviewed with the pupil and parent or carer. There is no pupil who is not able to participate to the fullest extent in an appropriate and agreed curriculum.  Analyses of groups of pupils does not identify any particular groups as not performing in comparison to others. Individuals are identified and strategies put in place to ensure improvement. These are regularly reviewed.  All pupils have access to all extra-curricular activities including trips and visits as well as in-school activities.  The curriculum is reviewed at least annually to ensure it meets the needs of all pupils. | Continue to involve pupils, parents, teachers and specialists in design and creation of learning passports/pupil information for dissemination to staff.  Continue to make available specialist equipment where required to enable disabled pupils to access practical activities.  Continue to provide support, training and mentoring for teachers to ensure they remain confident in delivering a curriculum that is accessible for all. | SENCO / Headteacher  SENCO / Headteacher  SENCO / Headteacher | Ongoing  As required  Annually | Pupil information shared with staff is fit for purpose and easy to understand and use to enable access to the curriculum by disabled pupil or students.  Specialist equipment is in place prior to requirement – planning for pupil or students to enable access to specific subjects is well informed.  Teachers are confident in supporting all pupil or students. |
| Improve and maintain access to the physical environment | The school is on one level and has wheel chair access via ramps.  Handrails are in place where necessary.  Disabled parking bays are available near to the school entrance. The entrance intercom is at an accessible height for wheel chair users and the entrance is visible from the office. | An acoustic survey would be of value, although currently there are no pupils with hearing impairment.  High visibility tape can be put on all thresholds and steps.  Any refurbishment or renewal of areas to consider accessibility issues – e.g. worktop levels, access to light switches etc. | Headteacher | As funds allow | School is prepared in the event of a pupil with hearing loss.  In place |
| Improve the delivery of information to pupil or students with a disability | Assistive technology is in place where required to support pupils.  Pupils who have difficulty accessing text have access to staff to read text for them.  Text is routinely, where necessary, photo-enlarged or copied onto coloured paper and adapted.  Where recording or organisation is a difficulty material is provided already written for them.  The school is aware of which parents may have difficulty with text and will make personal or telephone contact with these.  Guidance from specialists taken in arranging classrooms to the maximum benefit of disabled pupil or students. | Continue to provide personalised resources as required by pupils within school. | SENCO / Headteacher | Ongoing | Disabled pupils are able to access any information that non-disabled pupils are.  All parents are able to access information from school. |

1. **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.

1. **Links with other policies**

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

• Health and safety policy

• Equality information and objectives (public sector equality duty) statement for publication

• Special educational needs (SEN) information report

• Supporting pupil or students with medical conditions policy

March 2025