

## **Kidmore End CE Primary School Accessibility Plan 2016**

Kidmore End School is an inclusive learning community where everyone can realise their unique potential as an independent learner. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at school as their own learning adventure. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well being of all our children matter.

This plan shows how Kidmore End CE Primary School intends over time to ensure and improve the accessibility of our school for pupils, staff, parents and visitors with disabilities. A person has a disability if he/she has a physical or mental impairment that has a substantial and long term effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

- Access to the school curriculum  
This includes teaching and learning, the wider curriculum such as after school clubs, cultural activities and school visits.
- Access to the physical environment of the school  
This includes improvements to the physical environment and physical aids to access education.
- Access to written information  
This includes planning to make information normally provided by school available to pupils or parents with disabilities, taking account of preferred format and available within a reasonable timeframe.

### **Contextual Information**

Kidmore End CE School opened on this site in 1856. It comprises an original Victorian building, with later additions including a school hall, offices, kitchen and four classrooms in the main block built in the 1960s and two further classrooms in the Higgens Building built in 2015. There is a second storey which contains an office and the staffroom. One classroom is accessed down two steps and the fire evacuation route has one step. The main entrance to school used by children has level access, as does the Higgens building, although the front entrance used by visitors is stepped. There is a wheelchair accessible toilet in the main block. Outdoor areas include a tarmac playground, a field, quiet garden and all weather pitch. All these areas have level access.

### **Current range of known disabilities**

At present we have no wheelchair dependent pupils, parents or members of staff. We have a small number of pupils who have a hearing impairment. The school has children with a range of special educational needs including moderate and specific learning difficulties.

### **Linked policy documents and information include:**

- Teaching, Learning and the Curriculum
- Assessment
- Admissions
- Equal Opportunities
- Behaviour
- SEND
- Health and Safety (including Risk Assessments)

## Ensuring access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. 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. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Regular audit of staff training needs. Planned CPD for dyslexia/ASD and differentiation. Access to training from outside agencies where appropriate	Ongoing	HT/SENCo	Raised staff confidence in strategies for differentiation Improved pupil participation
Ensure classroom support staff have specific training on disability issues	Regular audit of staff training needs through appraisal/PD meetings Planned CPD on key areas e.g. dyslexia	Ongoing as required	SENCo/KS1 leader	Raised confidence of support staff
Ensure all staff are aware of issues around curriculum access	Set up individual education/access plans when required. Information sharing with all agencies e.g. health professionals	As required	SENCo	All staff aware of individual needs Effective transition between classes
Use of ICT to support learning	Ensure appropriate software and hardware in place and working properly	As required	IT Technician	Effective use of SEN resources to support learning
All educational visits to be accessible	Guidance on trips to include accessibility information. Ensure each new venue is appropriate.	As required	EVC/SENCo	All pupils can access educational activities and participate fully
Monitor PE Curriculum to ensure accessible to all	Seek disabled sports people to visit school. Ensure range of PE activities adapted to be accessible to all	As required	PE Leader /SENCo	All have access to PE and are able to excel
Lessons are responsive to pupil diversity	Include work in pairs, groups and individually, with a variety of activities and recording opportunities over time	Ongoing	HT/All teachers	Planning and observations of teaching show all pupils access lessons and are able to excel
Recognise additional time needed for some activities e.g. statutory assessments	Consideration of access arrangements Planning opportunities for additional time where needed	Ongoing	HT/All teachers	Plans show sensitivity to needs of some pupils for extra time to complete activities to a high standard

## Improving access to the physical environment of the school

Our school continues to grow and develop and this has allowed improvements to be made to the accessibility of the site. We recognise, however, that there are some challenges in our buildings, such as stepped access in some parts. Provision will be ensured once a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use and keep resource provision under constant review. The School Development Plan is the process by which we consider such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure awareness of access needs of disabled pupils, staff, governors, parents and visitors	<p>Create access plans for individual pupils when required</p> <p>Meet access needs of adults in school as appropriate</p> <p>Consider access needs during recruitment processes</p> <p>Ensure staff aware of access standards</p>	<p>Ongoing and as required</p> <p>Induction process</p>	HT/SENCo	<p>All staff aware of pupil needs</p> <p>All adults in school confident their needs are met</p> <p>Access issues do not influence recruitment and retention</p>
Layout of school allows access for all pupils to all areas	<p>Consider access needs in any redesign</p> <p>Alterations made as far as the building allows e.g. some steps to front entrance and learning zone, wheelchair accessible toilet in main block only</p>	During planning of any improvements	HT/ Governors/ Site staff	<p>Buildings are usable by all</p> <p>Provision can be made to accommodate pupil with disability as need arises</p>
Pathways of travel around school site are safe, logical and well signed	<p>Ensure pathways are wheelchair accessible with suitable surface</p> <p>Step edges marked with yellow strips</p>	Ongoing	Site Staff	Wheelchair users and those with visual impairments feel safe moving round site
Ensure all disabled pupils and adults can be safely evacuated	<p>Evacuation plan as part of access plans for individual pupils</p> <p>Ensure all staff aware of their responsibilities</p> <p>Regular drills held and checks of escape routes</p>	<p>Termly drills</p> <p>Annual review of plans</p>	HT/ Site staff/ Governors	All disabled pupils and staff working alongside are safe in event of an emergency and able to evacuate
Steps are taken to reduce background noise for hearing impaired pupils	<p>Carpeting of classrooms</p> <p>Noise reduction panels in Y1 classroom</p> <p>Seek advice from teacher of the deaf</p>	Ongoing	SENCo/ site staff / OCC staff	Pupils with hearing impairment are able to concentrate and access teaching across curriculum
Select suitable furniture and equipment to meet needs of all pupils.	<p>Consider adjustments e.g. height where needed.</p> <p>Resources for particular needs purchased as required e.g. special cushions/chairs</p>	Ongoing	All teachers/ SENCo/HT	All children have access to equipment and resources which meet their needs.

## Improving the delivery of written information to pupils and adults with disabilities

This includes planning to make written information normally provided by the school to its pupils available to disabled pupils including through the use of IT. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make information accessible we need to establish the current level of need and be able to respond to changes in the range of need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Regularly review information to parents/carers to ensure it is accessible	Provide information in clear print and plain English Parentmail used to communicate with parents unable to visit school regularly  School Office to support in completing forms where needed  All written information where practical to be on school website – ensure this is accessible by the visually impaired	Ongoing	HT/School Office  IT Technician	Parents receive information in a form they can access  Staff show awareness of preferred methods of communication
Ensure all staff aware of guidance on accessible formats	Guidance given to staff on accessible information and dyslexia	Ongoing	HT/SENCo	Staff are able to produce their own high quality information
Ensure delivery of written materials to children are in an appropriate format	Make use of large print versions where appropriate  Use of interactive whiteboards and computers in the classroom	Ongoing	All teachers	Pupils can access written materials in lessons to support their learning
SEN information to be as accessible as possible	Use of child friendly IEP review formats Regular meetings with parents of pupils with SEND	Ongoing	SENCo / all teachers	Pupils and parents feel supported and included
Provide information in other languages and make other languages visible in school	Some signs/displays to be multi-lingual Access to translators to be arranged if possible and necessary	Ongoing  As required	HT	Parents are confident in accessing and supporting their child's education

## **SPECIALIST SUPPORT**

Specialist support for pupils with a variety of disabilities is available and schools should always consult the appropriate service for detailed outreach support through their SENCo.

- Advisory Team for Inclusion
- Behaviour Support Service
- Educational Psychology Service
- Communication, Language, Autism and Sensory Services
- Service for Pupils with Physical Disabilities
- Governor Services

Further information can also be downloaded from the [SEN section](#) of the intranet.

*Linda Hull*

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