

Kimbolton Primary Academy

ACCESSIBILITY POLICY AND PLAN

PART 1 POLICY

The Planning Duty under the Equality Act 2010 means that all schools and academies should have an individual Accessibility Policy and Plan. 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".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment (more than a year), and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for academies. The plan must be reviewed at least every three years, approved by school committees, and shared with committees. The policy should be reviewed annually.

The Accessibility Policy and Plan is structured to complement and support the academy's Equality Objectives and will be published on the school website.

Kimbolton Primary Academy is dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the academy.

Kimbolton Primary Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our aims are to:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

The academy's objectives are detailed in the Action Plan below. However, this is not a standalone document, and should be considered alongside the following academy and Trust policy documents:

- SEND Information Report

- Trust SEND Policy
- Cambridgeshire Council Local Offer
- Academy Safeguarding Policy
- Trust Health & Safety Policy
- Trust staff related policies

This plan will also be used to advise and inform future planning documents and policies.

Physical Environment

The academy has:

- A physical environment is fully accessible for all users and has good wheelchair access both indoors and outdoors.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- The building is all on one level.
- There is one accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats / toilet rails.
- Accessible toilet has an emergency pull cord and easy use taps.
- Emergency pull cords are left hanging free in case of emergency.
- Classrooms have fire exits which can be used for all pupils.
- Blinds / window film to avoid glare.
- Door release / pull bars where needed.

Curriculum

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The academy is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include: writing slopes, different chairs / seats, use of laptops etc.
- Minimum classroom adaptations are being developed with all staff.
- Access to Total Communication approaches to support with speech and language development, where required.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be provided in different ways on request, should this be needed.

Current Activities

- The school has close working relationships with different nurseries and pre-schools and ensures that transition arrangements are organised throughout the summer term before the child starts school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- The school uses outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- The school has systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- Outdoor learning.
- Access to alternative provision.

The academy refers to specialist services for advice when required, including through:

- Specialist Teachers
- ASD Specialist & Advisory Teacher.
- Educational Psychology Service.
- Sensory support for children with visual or hearing needs.
- SENDIASS.
- SALT (Speech and Language Therapy).
- The Virtual School.
- Education Inclusion Family Advisor to support families.
- Bereavement Services

The academy works closely with health professionals where required:

- Speech and Language Therapy.
- School Nurse (Eg: Epilepsy & Diabetes)
- Occupational Therapy.
- Physiotherapy.
- Community Paediatrician.
- CAMH.
- Mental Health Wellbeing Team

The school's, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment.
- Physical disability.
- Visual impairment.

- Specific medical conditions including epilepsy, asthma, eczema, diabetes.
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia.
- Autism.
- Speech, language and communication needs (SALT).
- Profound and multiple difficulties including specific genetic disorders.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Headteacher and the Chief Executive Officer. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Trust.

PART 2 SCHOOL ACCESSIBILITY PLAN

This plan is designed to improve accessibility using three areas of focus:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure all communication efforts/systems are valued and used by staff by embedding a total communication approach.	Staff training on communication systems. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example Makaton and communication in Print tried and evaluated with students.	SENCO with support from SLT.	On-going, TBC
Ensure all pupils are ready to learn by identifying SEMH needs and appropriate individual targets using the Boxall profile.	Staff training on Boxall assessment. Pupils given some agency regarding their targets and emotional regulation. Staff training on evaluation of targets and next steps for pupils.	SENCO with support from SLT.	On-going, TBC

Access to nurture room.	Script provided for adults working with dysregulated children. Children can request access to the nurture room (in a variety of ways) or be directed there by an adult.	SENCO with support from SLT.	On-going, TBC
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STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Ensure unstructured time is accessible and appropriate for all students.	On-going review of lunchtime clubs . Playground buddy programme / friendship benches, etc. Peer mediator/sports crew training for UKS2 pupils.	SENCO with support from SLT.	On-going, TBC
Ensure all disabled pupils and staff can be safely evacuated.	Personal Evacuation Plans in place for all disabled pupils and staff.	SENCO with support from SLT.	On-going, TBC
Ensure there are accessible, clearly defined parking spaces at the school.	Mark one parking space as disabled in the school car park.	SENCO with support from SLT.	

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
Effective use of resources & specialised equipment	Strategic deployment of support staff. Use of ICT, eg: Clicker & voice activated text. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment (eg: hearing aids) are checked daily and seek advice if needed from the LA Specialist Teacher offer. Ensure hearing loops are installed where needed.	SENCO with support from SLT.	On-going, TBC

	<p>Train staff in supporting students with HI needs.</p> <p>Maintenance of steps, poles, doors or identified hazards.</p> <p>Trip hazards identified and addressed.</p> <p>Use of magnifier where appropriate.</p> <p>Ensure large, clear font used in documentation.</p>		
Dyslexia-friendly	<p>Ensure fonts and sizes of type used are dyslexia-friendly.</p> <p>Use of specialist equipment – eg: coloured overlays or reading rulers etc as required.</p>	SENCO with support from SLT.	On-going, TBC