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## Judith Kerr Primary School Accessibility Plan

**Date: September 2021**

### Purpose

This Accessibility Plan is designed to ensure that Judith Kerr Primary School complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

### Duties on the school

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

### Reasonable adjustment duty

The school is committed to making reasonable adjustments\* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

### Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

### Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*\*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

## **Increasing access to the curriculum**

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

## **Increasing access to written information**

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

## **Communication with parents**

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

## **Accessibility Audit**

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

## **Accessibility Plans**

At Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

## **Complaints**

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

## **Review**

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

## 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 Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

## Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
<b>1. Culture and ethos –policies and practices</b>				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	Everybody is greeted by a person- all known visitors booked in calendar.	None	Office staff trained in safeguarding.  Office staff to receive basic BSL training and be aware of alternative means of communication.	No
1.2 Are there high expectations of all pupils and staff?	Interns- many visitors	None	Staff Induction of all staff – safeguarding and expectations around school.  Behaviour is monitored regularly, and good behaviour is promoted.	No
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	Inclusive school	None	Yes Governors mirror and support our view and actions regarding inclusion.	No
1.4 Are pupils equally valued?	They are. All pupils have a voice in our school through class and school council meetings, held every half term.	None	School values are shared and revisited often. All adults share these values.	No

<p>1.5 Do staff seek to remove all barriers to learning and participation?</p>	<p>Staff work closely with pupils, parents, SENCo and outside agencies to ensure that barriers to learning are removed.</p>		<p>All staff trained in differentiation and a range of strategies. Training regularly taking place.</p> <p>Staff meet regularly with SENCo to discuss needs and how best to support.</p>	<p>No</p>
<p>1.6 Are lessons made accessible to all students?</p>	<p>Careful consideration is given to class planning to ensure that all learners are involved in the learning at an appropriate level</p>		<ul style="list-style-type: none"> <li>- Accessible classroom layout</li> <li>- Students with visual needs sat in optimum place.</li> <li>- Additional resources (coloured overlay, enlarged text, grips, and OT equipment, computers for typing, differentiated learning and supports) for all children that need them.</li> <li>- Icons for different instructions universally across school.</li> </ul>	<p>No</p>
<p>1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?</p>	<p>Our placement of TAs is reviewed according to need of the pupils at least once a year. There may be other times throughout the academic year where a need arises and this would lead to staff being re-deployed to another part of the school.</p>		<p>Passports for SEND children</p> <p>Key children shared and adults assigned to them.</p> <p>LSAs &amp; Tas are aware of their roles and expectations.</p> <p>Line managers &amp; CTs in regular contact about how best we can support key children.</p>	<p>No</p>

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
<b>2. Staff training</b>				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<p>Training is provided as when needed by appropriately trained personnel</p> <p>If a pupil had a specific technological need, staff would be trained</p>		<p>Staff receive training for assistive technology for children that require it.</p> <p>Children trained in how to touch type where appropriate</p>	No
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Ongoing training is provided throughout the year from the school's SENCo and is adaptative and reflective where required		All needs identified and staff informed and trained regularly. Regular PDMs and inset days by in-house and external staff focusing on different areas of needs.	No
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	Children arriving in new Reception cohort with visual needs		<p>Staff regularly trained on these needs and when new children join, staff attend meetings with parents and SENCo about how we can support their needs.</p> <p>Children sat in key places – near board for children with visual needs. Children with physical needs sat in key spots and have support moving around school.</p>	No

			Children can access individual work stations for those that struggle with attention due to needs.	
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	Yes and staff also use information gained from external assessments to assist in meeting individual pupil needs.		<p>SENCO is working alongside teachers to ensure scaffolding, and differentiation is happening across all areas of the curriculum.</p> <p>Staff are aware of how diversity should feature throughout our learning.</p> <p>Curriculum reconfigured to have more opportunities for diverse figures.</p>	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
<b>3. Provision of written information</b>				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Provision made as required, dependent upon need		<p>Invested in a talking pen</p> <p>Pictorial representations to summarise texts.</p> <p>Larger print and coloured paper.</p> <p>Children can be read to by adults.</p> <p>No children require braille at this stage.</p> <p>All staff and children are starting to learn conversational BSL.</p>	No
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	Yes, as required following appropriate guidance from trained assessors or HR		<p>Bigger screens supplied</p> <p>Computers can be audio as well- colour overlays.</p> <p>Correct IT programmes used by children that need due to SEN.</p>	No
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	Yes, as required		<p>Correct IT programmes used by children that need due to SEN.</p>	No
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual	Yes, appropriate provision made in line with CTMM pedagogy		<p>Overlays/visual aids for dyslexia</p> <p>Pictorial representations to summarise texts.</p>	No

disabilities e.g. by reading aloud, overhead projections and describing diagrams?			Larger print and coloured paper. Shared icons for instructions across school.	
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes, as needed		Adults encouraged to use certain fonts and sizes – we can do this through computer programmes or photocopier.	No
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> )	Yes		n/a	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
<b>4. The physical environment</b> <i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	Main internal staircases (east & west). Externally, steps to main office entrance and covered area in Reception playground	Yes	Inaccessible to wheelchairs users -ramp Disabled access toilet All new doors are wide enough for wheel chairs Elevator accessible to all floors.	Yes
4.2 Are toilet facilities and showers accessible to wheelchair users?	All areas of the school are accessible via wheelchair except for pupil toilets. We	None	n/a	No

	do have 2 disabled toilets available.			
4.3 Are there safe pathways of travel around the school site and parking arrangements?	No parking on site; free parking available directly adjacent to the school grounds.	Space for parking	Physical environment. Zebra crossing outside school. Lollipop person outside school at key times of the day. Playground has been resurfaced to be level.	No
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	Where appropriate stairs are highlighted with yellow reflective paint	None	n/a	No
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	None	None	Signage inside building with directions needs updating with correct rooms.	No
4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	None	None	n/a	No
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	No, although there is not currently a hearing loop	None	Teachers can use microphone or child's hearing aid and microphone system to be heard. Outside noise is rarely heard in building.	No

<p>4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?</p>	<p>Lifts have tactile buttons</p>	<p>Budget</p>	<p>Refurbishment of surfacing materials needed. Lift has tactile buttons but not braille. Different flooring for different areas in the classroom.</p>	<p>Yes</p>
<p>4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?</p>	<p>Yes only auditory</p>	<p>None</p>	<p>n/a If this was to arise, child would have a PEEP (Personal Emergency Evacuation Plan) and designated adult in those instances.</p>	<p>No</p>

## Appendix 2: Accessibility Plan template

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim: Increase access to the curriculum for pupils with a disability</b>	
Current Good Practice	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Communication with parents is half termly to review and set targets</li> <li>• 1-1 meetings with class teacher and SENDCo to support planning for specific children</li> <li>• Children have access to scaffolds to support them in writing, if necessary</li> <li>• CTM training to support staff in how children learn</li> </ul>
Objectives	To ensure all children can access the curriculum no matter their disability
Actions to be taken	Whole school will be enrolled on the CTM training that will run throughout the year, developing strategies and an in-depth knowledge of the cognitive load theory in order to implement ways to reduce the load in the classroom. Whole school guidance on differentiation- particularly for fine and gross motor issues
Person responsible	SENDCo
Date to complete actions by	Training is on-going; curriculum evaluation is half termly and monitored by SENDCo
Success criteria	Class teachers use scaffolds to support all learners. Visual and pictorial representations in English lessons and clicker to sequence and all Maths lessons SENDCo half termly learning walks and pupil voice evaluation Increased outcomes in books for children with SEND

<b>Aim: Improve and maintain access to the physical environment</b>	
Current Good Practice	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> </ul>

	<ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>
Objectives	To ensure that children can safely navigate all parts of our environment- investigation into how we drain our school
Actions to be taken	Ensure drainage so that grounds are not too boggy
Person responsible	Facilities Manager
Date to complete actions by	Summer 2022
Success criteria	Ensure fair access for all pupils Liaise with design team around requirements

<b>Aim: Improve the delivery of information to pupils with a disability</b>	
Current Good Practice	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Visual timetables, including ‘now’ and ‘next’ signage for some children</li> <li>• Dyslexic friendly classrooms</li> </ul>
Objectives	To ensure all children have access to the same information
Actions to be taken	<p>We have already ensured that classrooms reflect a dyslexia friendly environment – this includes but is not limited to; removing all unnecessary displays and pictures from around the white board, printing off slides from the white board for children to have to hand, matt laminated signs.</p> <p>We are also introducing communication cards as recommended by our local EP</p>
Person responsible	SENDCo
Date to complete actions by	Ongoing; Spring 2021

Success criteria	Introduce communication cards for specific children – including those with a high cognitive load, Evaluate the school and learning environment Individual now and then boards for specific children Maths toolkits accessible for all children
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