

Kenilworth Accessibility Plan 2019-2022

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| Approval date | March 2019 Updated September 2020 |
| Date for review | September 2022 |

Signed by Chair of Governors

Signed by Headteacher

Kenilworth Primary School

Accessibility Plan 2016-2019

Definition of disability

The Equalities Act 2010 defines disability as follows:

‘A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities.’

The purpose of this plan is to show how Kenilworth Primary School will reduce and eliminate barriers to access the curriculum and enable full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will include how the school will:

- Improve the physical environment
- Make improvements in the provision of information
- Increase access to the curriculum

Kenilworth Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school will:

- Recognise its duty under the Equalities Act 2010
- Ensure this is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEND policy
- Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not treat disabled pupil less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish the Accessibility plan

In performing their duties, governors and staff will have regard to the code of Practice. The school will:

- Recognise and value parents' knowledge of their child's disability and its effects on his/her ability to carry out activities
- Respect the parent's and child's right to confidentiality
- Provide all pupils with a broad and balance curriculum, endorsing the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum
- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individual and groups of pupils

Current range of Disabilities within the school

The school has children with a range of disabilities including moderate and specific learning disabilities. This includes Autistic spectrum disorder, perthes syndrome, cerebral palsy, hearing and visual impairment. At present we have one wheel chair dependent pupils and one wheelchair dependent regular advisor.

The majority of the school building and playground is accessible for wheelchair users and in one room the external access door is wide enough but there is a small step outside of the room onto the patio, although there is a separate access point. The school is single storey and there is one disabled toilet.

When children enter school with specific disabilities, the school contact the LA professionals for assessments, support and guidance for the school and parents.

We have a list of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

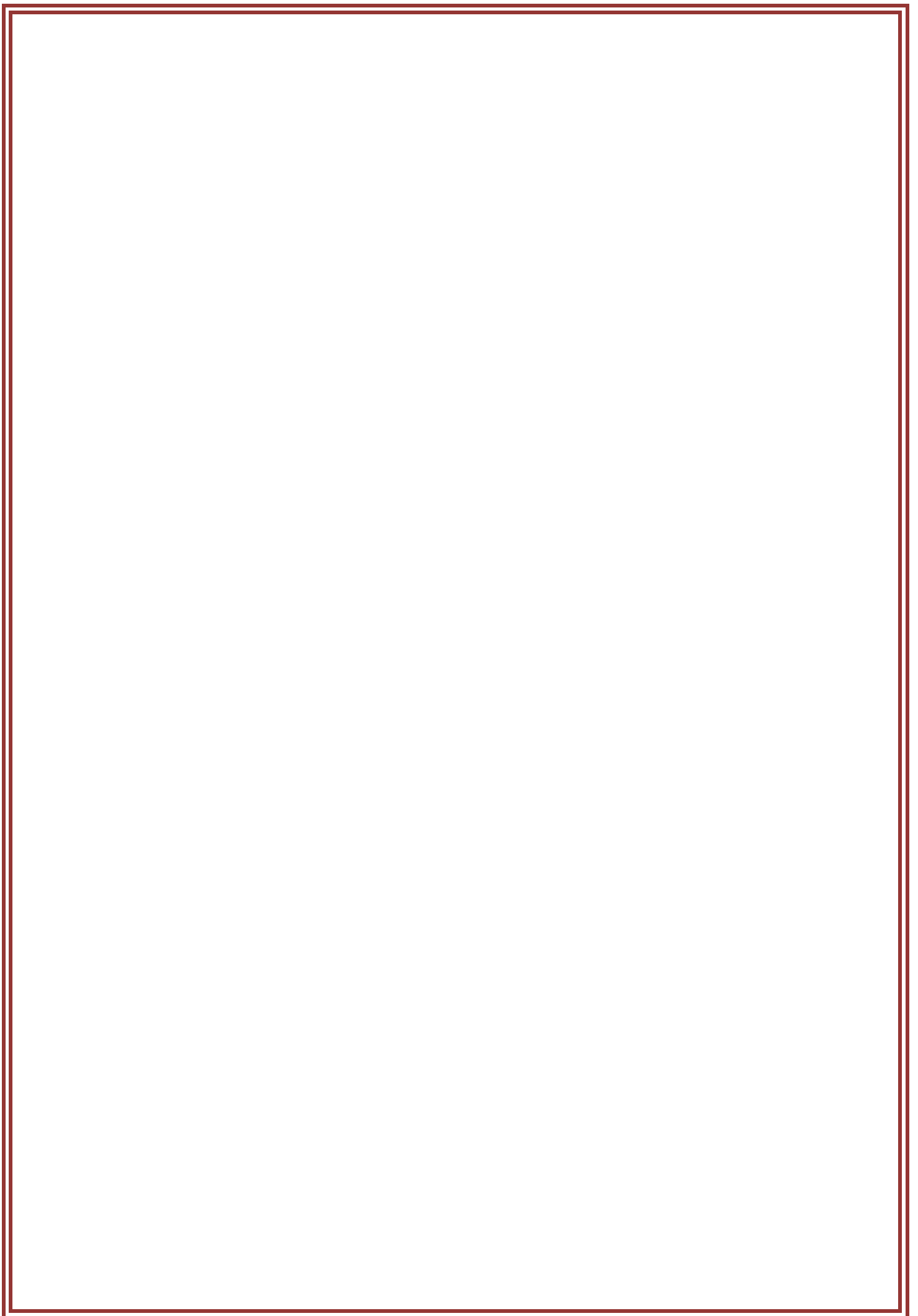
Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, in the classroom medical areas and centrally on SIMS.

The majority of staff are first aid trained and EYFS staff hold paediatric certificates. A list of trained staff is available on the medical needs policy and in the first aid room.

All medication is kept in a central safe and secure place which has easy access for first Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements.



| Targets | Strategies | Outcome | Timeframe | Progress | Achieved |
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| EQUALITY AND INCLUSION | | | | | |
| To improve staff awareness of disability issues | Review staff training needs. Provide training as appropriate | Whole school community aware of issues | On-going | Staff training taken place | Will remain on going |
| To ensure that all policies consider the implications of disability access | Consider during review of policies | Policies reflect current legislation | On-going | Links to this plan in all relevant policies | All refer to this plan and staff made aware |
| PHYSICAL ENVIRONMENT | | | | | |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults | Audit of accessibility of school building and ground by Governors. Suggest actions and implement as budget allows (Appendix A) | Modification will be made to the school building to improve access | On-going | Changes to position of doorbell to be done. | |
| CURRICULUM | | | | | |
| To continue to train staff to enable them to meet the needs of children with a range of SEND | SENCo to review the needs of children and provide training for staff as needed, liaising with other adults | Staff are able to enable all children to access the curriculum | On-going | This takes place each year e.g. training for teachers of child with Hearing Impairment. Training on specific learning needs. Steps, Epilepsy and | Ongoing as needed |

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| | | | | Diabetes Training. | |
| Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability | Consider the way in which information is presented to pupils and the way in which they can communicate their ideas | Children are able to use alternative communication systems e.g. widget | On-going | Use of resources constantly reviewed – e/g ear defenders, writing slopes, ergonomic pens etc. | |
| To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits etc. | Review of out of school provision to ensure compliance with legislation | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met | On-going | Arrangements take place for children with SEND. No child has missed a trip because of SEND. | |
| To provide specialist equipment to promote participation in learning by all pupils | Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc. | Children will develop independent learning skills | Reviewed termly by SENCO | Reviews have taken place. Child in a wheel chair accessing basketball and other sports at his level | |
| To meet the needs of individual during statutory end of KS2 tests | Children will be assessed in accordance with regular classroom practice, and additional time, use of | Barriers to learning will be reduced or removed, enabling children to achieve their full | Annually | Access arrangements tailored to the needs of | |

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| | equipment etc. will be applied for as needed | potential | | individuals in the class. | |
| WRITTEN/OTHER INFORMATION | | | | | |
| To ensure that all parents and other members of the school community can access information | Written information will be provided in alternative formats as necessary | Written information will be provided in alternative formats as necessary | As needed | Vital information for those who needed it communicated verbally rather than the expectation that they will access emails. Parents register of volunteers to translate. | |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings | Staff to hold parents' evenings by phone or send home written information | Parents are informed of children's progress | Termly | This will be done at alternative time via phone call. | |

Governor Accessibility Check – September 2019

| Area | Points Noted | Actions | Timeframe | Progress | Achieved |
|-------------------------------|---|--|------------------|--|-------------------------|
| Driveway/Car Park | Disabled Bay needs repainting | Disabled Parking clearly signposted | Sept 2019 | Added to Asset management Plan Sept 2020 | |
| Entrance | Hatch quite high for wheelchair users – bell could be hard to reach | Consider moving bell lower | Review Sept 2019 | Will be completed Oct 2020 | |
| HT office/Dining Room/Hallway | | | | | |
| Toilets/KS2 Corridor | Toilet full of items, including after school club trolley. No space for nappy change except on the floor. | After school club needs to move items out of toilet. Changing table needed for toddler group/nappy changes | Dec 2019 | | Achieved September 2020 |

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| Year 3,4,5,6 classrooms | | | | | |
| Staffroom/DHT office/Patio area | DHT office only one point of access. Outside exit from staff room goes to one small step | Patio paving to be extended to link to ramp | Dec 2020 | Added to Asset management Plan Sept 2020 | |
| KS1 classrooms | | | | | |
| EY classrooms | | | | | |
| Pathways around school | Some crooked paving slabs | Currently safe – regular monitoring to maintain safety | Review Sept 2019 | No change but still being monitored | |
| KS1 playground | | | | | |
| KS2 playground | | | | | |

