

**KETTLESHULME ST JAMES CE**  
**(VA) PRIMARY SCHOOL**

**ACCESSIBILITY**  
**PLAN**

**AUTUMN 2022**

**Review Date - Autumn 2025**

**Statutory Policy – Strategy and Resource**  
**Committee**

Under the Equality Act 2010 schools must have an Accessibility 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, 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, 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 definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are also included.

- c) If a person has been disabled in the past (for example, recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

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

Kettleshulme St James CE Primary School is committed to providing an environment that enables full curriculum access; that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Improve awareness of Equality and Inclusion
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary and providing physical aids to access education.
- Ensure that all pupils can access the curriculum regardless of their learning need or disability. This includes developing teaching pedagogy to ensure Quality First Teaching is in place and offering alternative provision for pupils with learning needs that are additional to or different from that which Quality First Teaching would largely support. The curriculum will be expanded

as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of information to pupils, staff, parents and visitors with disabilities, particularly written information. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **The Accessibility Plan**

As providers, we must make reasonable adjustments to procedures, criteria and practices and by providing, where possible, additional aids and services. We must also make reasonable adjustments or physical alterations. The action plans below identifies 4 key areas to allow for increasing accessibility for pupils with SEND.

### **Improving Education and Related Activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Success Criteria</u></b>
To review/update all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents and outside agencies, particularly for pupils with on-going additional needs.	To ensure collaboration between all key personnel.	Ongoing - as required	School makes reasonable adjustments for disabled pupils. All staff are aware of any pupil's specific needs.

<p>Ensure staff have specific training on SEND and disability issues as appropriate.</p>	<p>Identify training needs depending on cohort and needs of children.</p> <p>Risk assessments in place.</p> <p>Focus on adjusting practice and QFT to meet the needs of the particular disability.</p>	<p>Ongoing - as required</p>	<p>Raised confidence and knowledge of staff.</p> <p>CPD identified on PM where appropriate.</p> <p>QFT meeting needs of children and progress evident.</p>
<p>Interventions are targeted at pupil groups. They are reviewed formally every term and informally every 6 weeks. Children are assessed at the end of every term.</p>	<p>Review the needs of pupils with additional needs, provide training.</p> <p>Review/develop support for Pupil Premium and vulnerable pupils.</p>	<p>Ongoing.</p>	<p>Staff are trained to deliver interventions and aware of issues linked to accessibility and inclusivity. Interventions are delivered to directly address needs and therefore have a significant impact on progress.</p>
<p>Ensure all staff (teaching &amp; non teaching) are aware of disabled pupils access to the curriculum and specific needs.</p>	<p>Pupil profiles, risk assessments and health care plans are in place, where appropriate, for disabled pupils or those with specific needs.</p> <p>Share information with agencies involved.</p>	<p>Pupil profiles updated as required or at least annually</p>	<p>All staff are aware of individuals' needs.</p> <p>Outside agency advice shared with relevant staff.</p>
<p>All school visits and trips need to be accessible to all pupils.</p>	<p>Ensure venues are vetted for suitability – preparatory visit must be made by a member of staff.</p>	<p>Ongoing</p>	<p>All pupils are able to access all school trips and take part in a range of activities.</p>
<p>Review the PE curriculum to ensure PE is accessible to all pupils.</p>	<p>Review PE curriculum to include disability sports where appropriate.</p>	<p>As required</p>	<p>All pupils have access to PE and are able to fulfil their potential.</p>

Ensure disabled pupils can take part equally in lunchtime and after school activities	Discuss with staff and people running other clubs after school. Additional adult support might be needed, especially after school.	As required	Disabled pupils feel able to participate equally in out of school activities.
Develop greater links with the local specialist units.	Opportunities to develop links with local specialist units through CEAT and EP cluster group meetings. Also develop connections with <i>Space for autism</i> in Macclesfield.	Regular meetings facilitated by outside agencies.	Increased understanding of the opportunities available to pupils in specialist provision.
Classrooms are well organised and all appropriate, additional equipment is provided to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and specialist equipment to support individuals in the classroom e.g. additional handrails, ear protectors, sensory areas etc.	Ongoing - reviewed as required	Disabled pupils feel able to participate and develop independence skills.
Access arrangements for assessments and statutory tests will be applied for and support provided as required.	SENCO / class teacher will ensure appropriate assessments are provided in order to apply for access arrangements.	Spring term every year if necessary	All pupils will have their individual needs met and will be given the best possible chance to succeed.

## **Improving the Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Our setting already has a disabled toilet/changing area which can be accessed by any individual who needs it.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
To improve the physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	On going	Any newly refurbished areas are designed with accessibility in mind.
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access e.g. displays or furniture or carpeting	On going	All access routes are clear from obstructions.
Ensure that all corridors are kept clear and that all areas of the school are accessible for all.	SL to check main areas daily.	On going	All access routes are clear from obstructions.
Ensure that all disabled people can be safely evacuated.	Ensure that there is a Personal Emergency Evacuation Plan (PEEP) for any disabled stakeholder and that all stakeholders know the role which they play in this.	Ongoing with termly reviews during Fire Drills.	Disabled people and people in wheelchairs can be evacuated safely in the event of an emergency.

Provide hearing loops in classrooms to support pupils with a hearing impairment.	Take advice from the Sensory Inclusion Service, on an appropriate system, if this is required.	As required	All pupils have access to the curriculum
Ensure there are enough fire exits in school that are suitable for people with a disability.	Ensure staff are aware of the need to keep fire exits clear.	Daily	All disabled personnel and pupils have safe independent exits from school.

### **Improving the Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
Photographs of key members of staff to be displayed in school. Signage around the school could be in other languages.	A welcome sign to be displayed in the reception area – consider use of other languages if relevant to stakeholders.	Spring 2023	All people feel welcome and included in the school community. Engagement surveys and feedback evidence this.
Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary.	Review all current school publications and promote availability in different formats.  School to be aware of the LA services for converting written information.	As required.	The school will be able to provide written information in different formats when required.

## **Equality and Inclusion**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
Accessibility Plan and Equality Statement to be a regular agenda item at Governors Meetings	Clerk to Governors to ensure inclusion on appropriate agendas.	Annually	Adherence to current legislation.
Review Inclusion and Equal Opportunities of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Annually	Policies reflect adherence to current legislation.
Training to raise awareness of equality and disability issues as required.	Provide training for governors, staff, pupils and parents. Discuss issues with staff / governors	Annually	Whole school community aware of issues relating to access.