



# Kenningtons Primary Academy

## *Accessibility Plan*

**2021 - 2024**

Date of Approval	22 <sup>nd</sup> July 2021
Review Duration	3 Years
Date of Renewal	July 2024



#### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

#### 2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### 3. Action Plan – Appendix 1

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

#### 4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.



## Appendix 1 – Action Plan

Aim	Objectives	Actions to be taken	Responsible Person	Completion Date	Success criteria
Increase access to the curriculum for pupils with a disability	To ensure all staff are fully aware of the needs of the pupils and adults at Kenningtons Primary School.	<ul style="list-style-type: none"> <li>Revise and update the Special Educational Needs and Disability Register</li> <li>Share with relevant staff</li> </ul>	SENDCo and HT	On going	Register in place and needs identified. Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum
	To ensure specific resources/equipment are utilised to enable certain pupils to access the curriculum fully	<ul style="list-style-type: none"> <li>Audit of CPD needed</li> <li>Audit of equipment/resources and classroom environment to ensure all staff are using resources and teaching techniques that support the accessibility for children with a range of learning/ behavioural / physical needs</li> <li>Track the curriculum progress of pupils</li> </ul>	SENDCo and SLT Subject leaders	Ongoing	<p>List of areas staff feel they would like training for.</p> <p>Equipment purchased or loaned/leased that enables pupils to access the curriculum subjects</p> <p>Systems/protocols in place Pupils are able to access the curriculum through making adjustments where required.</p>
	<p>To ensure the curriculum meets the needs of all pupils</p> <p>To ensure all out-of-school activities are planned to ensure the participation of the whole range of pupils.</p>	<ul style="list-style-type: none"> <li>Review the curriculum and resources to ensure examples of people with disabilities are included</li> <li>Subject Leaders to audit their individual subjects to ensure their subject can be accessed by all pupils</li> <li>Subject Leaders to monitor the access of their subject to ensure there is a consistent approach</li> </ul>	SLT and Subject Leaders	Ongoing	<p>Disabled pupils are making expected progress.</p> <p>Subject Leaders have purchased resources/equipment where required to support the access to their subject by all pupils.</p> <p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all</p>

		to the use of resources			current and future legislative requirements.
Improve and maintain access to the physical environment	<p>To ensure all pupils are able to access the learning environment and resources independently</p> <p>Ensure teaching spaces are sufficiently well equipped for any disabled students.</p>	<ul style="list-style-type: none"> <li>Regularly audit the classroom environments to ensure accessibility for children with a range of learning/ behavioural / physical needs</li> <li>Review the layout of furniture and equipment to support the learning process in individual classrooms.</li> <li>Implement specialist advice re any adaptations.</li> <li>When making alterations to the site the SLT will ensure that due care and consideration is made to replace existing items with alternatives that would improve access.</li> </ul>	Class teacher SENDCo	Annually	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>All pupils can independently access the resources available.</p>
	To accommodate people with identified dexterity problems, medical needs and/or temporary disability	<ul style="list-style-type: none"> <li>Class teachers to discuss the temporary disability with parents to seek advice (from Health Care professionals if necessary) as to the level of participation that can be expected in lessons - such as PE</li> </ul>	SLT	Annually	<p>Pupils with temporary disabilities having full access to the curriculum due to the adaptations implemented.</p> <p>Pupils who have specialist equipment have a designated space that will ensure their dignity is recognised at all times</p>
Improve the delivery of information to pupils with a disability	To ensure information is accessible for those with a disability	<ul style="list-style-type: none"> <li>Review the information created and ensure that it is available in a format that supports those</li> </ul>	SENDCO SLT	As required	Parents all have equal access to school information and reports.

		<p>who have a known Disability.</p> <ul style="list-style-type: none"> <li>All letters and communication with parents to be on school website and directly emailed to parents with a visual impairment.</li> </ul>			
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**This Policy was reviewed by the SENDCo, approved by the Finance, Audit & Premises Committee and ratified by the Governing Body on a 3-year cycle. It must be signed and dated by the Chair of Governors and Headteacher and displayed on the School Website.**

<p>Signature of Chair of Governors:</p>  <p>Date: 22/7/21</p>	<p>Signature of Headteacher:</p>  <p>Date: 22/7/21.</p>
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