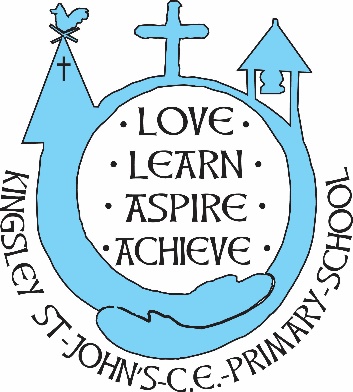
**Kingsley St John’s CE Aided Primary School**

Accessibility Plan 2021-2024

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*‘Believe in the light, while you have the light, so that you become children of light’ JOHN 12:36*

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## **Aims**

This plan outlines how Kingsley St John’saims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The headteacher and other relevant members of staff.
* Governors.
* External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The accessibility audit**

* 1. The governing board will undertake an Accessibility Audit.
  2. The audit will cover the following three areas:
* **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
  1. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
  1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
  2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
  3. The actions that will be undertaken are detailed in the following sections of this document.

**To be reviewed February 2024**

# Planning duty 1: Curriculum

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Barriers present as a physical difficulty to access the curriculum | Audit of the physical needs to access the curriculum in a personalised learning plan | Headteacher, teachers, SENCO | Upon admission to the school – personalised profile | Management and teaching staff are aware of the accessibility gaps to the curriculum for individuals | Autumn 2021 |
| Pupils with SEND cannot access lessons | Provide tablets/technology and other adjustments for pupils with SEND | Headteacher, SENCO | ongoing | Pupils with SEND can access lessons | Spring 2022 |
| **Medium term** | Pupils with EHCP and significant needs may have difficulty accessing visits and residentials | Needs of pupils with SEND are incorporated into the planning process  EHCP is used to support the plan | Teachers, SENCO | Every visit that is planned | Planning of school trips takes into account pupils with SEND and adjustments are made in consultation with the parent | Summer 2022 |
| **Long term** | There are not relevant and appropriate spaces in school to support the overcoming of barriers to accessing the curriculum. | LCVAP bid for additional classroom to allow a sensory room and nurture room to be created. | Headteacher  Assistant Headteacher  Premises  Diocese | **March 2021** | School offices are moved to front of school, office spaces become nurture areas for pupils with difficulties and specific needs | **Summer 2022** |

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# Planning duty 2: Physical environment

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Support for visually impaired pupils | Ensuring corridors and pathways are clear. High visual support to promote independence. | SENDCo | Spring 2021 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Summer 2022 |
| **Medium term** | Physical Accessibility for staff to relax and rejuvenate | Staffroom accessibility and space available | Headteacher  Premises | Spring 2022 | Staff have an easily accessible place to access time away from the classroom to refocus and eat – wellbeing | Summer 2023 |
| Toilets are not accessible for all needs | Handrails installed  Step availability  Blue bin in girls toilet | SBM | Summer 2021 | Access to toilets is increased | Autumn 2023 |
| **Long term** | Children with physical disabilities cannot access school buildings | Construction work undertaken as required – personal plan and reasonable adjustments | Premises committee | As needed | School buildings are fully accessible | Autumn 2021 review |

# Planning duty 3: Information

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Policies may not fully include accessibility and focus on equality and inclusion | Audit of policies and delivery procedures | Headteacher  Assistant headteacher | Spring 2021 | School is aware of accessibility gaps to its information delivery procedures | Summer 2023 |
| Accessibility plan to be updated | Update and reconsider accessibility in school | Headteacher  CCM committee | Autumn 2020  Spring 2021 | Accessibility plan is updates, approved and ratified and published on website | Spring 2024 |
| **Medium term** | Written information is not accessible to pupils with visual impairments | Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds | SENCO SBM | Spring 2022 | Written information is fully accessible to children with visual impairments | Autumn 2023 |
| **Long term** | School website is not accessible to children with SEND | Audit of website | Assistant headteacher | Summer 2022 | Website is fully accessible | Autumn 2023 |