



Kirk Merrington Primary School




Accessibility Plan 2023-2027

Introduction:

The Equality Act 2010 replaced previous discrimination laws and provides a single piece of legislation covering all types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out normal day to day activities.' The definition of disability under the law is a wide one. 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 anemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of the school's plan: vision and values

At Kirk Merrington Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Kirk Merrington Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building, as the building is newly refurbished and fully complies with all Disability Discrimination Act Regulations.

As such, we are proud to have a building which includes:

- ✚ A dedicated hygiene room – with shower
- ✚ Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school – and children can access every room in the building that they need to
- ✚ A medical room, where children and adults can administer medicines privately and comfortably (PPA room)
- ✚ Wide footpaths round the school building – ensuring that wheelchair users do not feel uncomfortable travelling along narrow paths with pedestrians
- ✚ A dropped height reception desk – so that disabled visitors feel appropriately welcomed from their initial moments of being in the school
- ✚ A dedicated disabled car parking space

They are able to and encouraged to attend a range of after-school clubs and represent the school equally as much as their peers.

Information from pupil data:

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in Reception or join us later. We meet with parents, liaise with other settings and professionals.

We currently have children with the following: a physical disability, a visual impairment and a child who is blind.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff as part of the pupil and parental questionnaires.

We meet parents formally each term to discuss the progress of children academically and socially. We meet with parents of children with care plans annually to review the support and provision. We refine and review our practice accordingly. We will consult with experts when new situations regarding pupils with disabilities arise.

This policy is monitored by the Governing body and will be reviewed every year for 4 years. It will be re-written at least every 4 years.

Date of implementation: January 2023
Review date: January 2027

Strand 1: Access to the school curriculum

Action	Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and ensure appropriate adaptations are made.	Class teachers	July each year to prepare for new classes	SENDco	Children with disabilities are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDco	Annually	SENDco/ HT	Children with disabilities are well supported.
Improve the effectiveness of assessment systems to ensure tracking and monitoring are able to demonstrate progress for children with disabilities.	Class teachers	Spring 2023	SENDco/ class teachers	Disabled learners learn effectively and make good progress in all curriculum areas
When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Class teachers	Ongoing	SENDco	Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.
When planning educational visits and experiences ensure that the needs of children with disabilities are considered.	Class teachers	Ongoing	EVC	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities	SENDco	Ongoing	HT	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.
Liaise closely with external agencies to ensure a clear collaborative approach.	SENDco/ class teachers	Ongoing	HT	Provision for children with disabilities is cohesive.

Strand 2: Physical environment				
Action	Individual Responsible	Timescale	Monitoring	Outcomes
Review the school environment to ensure the needs of specific children are met Review EHCP plans from professionals to check what is needed	SENDco	Autumn term	SEND governor to review provision EHCP review process	All children with disabilities are able to access all aspects of learning and participate fully in school life.
Ensure recreational areas are appropriate for children with PD. Work in partnership with the children and their families.	SENDco	Autumn term	SEND governor to review provision	Learners with a physical development access all areas and are happy to do so.
Ensure appropriate specialist furniture is available to support children with disabilities.	SENDco	Annually	EHCP review process	Children with disabilities are well supported.

Strand 3: Access to written information/ improving the delivery of information				
Action	Individual Responsible	Timescale	Monitoring	Outcomes
Ensure the school website holds all the information that parents require.	School secretary	Ongoing	SEND governor to review provision	All stakeholders have up to date information.
Ensure information displayed around school meets the needs of disable children and families	School secretary	Ongoing	Discussion with disabled learner about displayed information	Disabled learners can access information and make effective use of it.