

Accessibility plan



Approved by:	Governing Body
Last reviewed on:	January 2025
Next review due by:	January 2026

3-year period covered by the plan: 2023-2026

Statement of intent

This plan outlines how **King Edwin Primary School** aims 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 Equality 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 will 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.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.

- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. 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.

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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Target	Strategy	Timescale and responsibility	Success criteria
To ensure that all staff are aware of the needs of individual children with SEN or disability when planning and delivering the curriculum.	Maintain Individual EHCPs and PEPs and share information with other agencies involved with the child.	Ongoing All staff	Information sharing supports staff to create the best inclusive environment for every child with SEND. Parents understand the role they can play in sustaining development. A graduated approach.
To ensure that staff are able to access training and personal development relevant to the emerging needs and medical conditions in school.	Access training and support available at the right time, anticipating children's needs. Best practice in place for every child. Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school.	Ongoing SLT SENDCo	Staff are well trained to meet the needs of the children. Family-school contact ensures that school addresses medical needs and applies for funding to ensure medical support on site.
To ensure that all children with medical conditions are well supported within school, so that they can access the curriculum.	Update relevant policy documents. Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school.	Annual review of policies. HT Governors All staff	Children with medical needs access the curriculum with the relevant support. School works with families to ensure that academic needs are met.
To ensure that all staff have access to and awareness of the range of services available to support children and young people, in particular those connected with emotional health and wellbeing.	Continued use of school nurse (My School Health). Ensure that local directories, referral routes and providers are familiar to all staff. Develop a clear referral route for emotional wellbeing issues to	Ongoing SLT SENDCo Mental Health Lead Staff	Improved access to prompt, specialist support for children and their families. Barriers to emotional health and wellbeing are addressed.

	guide prompt referrals to available interventions and support organisations.		
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Planning duty 2: Physical environment

Target	Strategy	Timescale and responsibility	Success criteria
To meet the physical, sensory, behavioural and emotional needs of each individual child with a disability or medical need and optimise the learning environment for every child.	<p>Ensure that individual learning plans are developed, and a graduated approach is communicated with all.</p> <p>Ed Psych, Speech and Language and Sensory Support, practitioners contribute to the plans and create realistic expectations.</p>	<p>Annually or as a disability is diagnosed.</p> <p>SENDCO All staff</p>	<p>Adaptations are in place in anticipation of a child's arrival in school (if we are aware of a disability.)</p> <p>Every pupil makes the best progress possible in an environment adapted to their needs.</p> <p>Regular consultation with pupils and parents to ensure that their experience of the environment matches our ambition for it to be accessible.</p>
To work with the behaviour support team to ensure that a purposeful learning environment helps pupils to learn and feel safe.	<p>Behaviour strategies to be discussed with the behaviour support team.</p> <p>Strategies to be used confidently and consistently across the school by all staff.</p>	<p>Staff training February 2025.</p> <p>Ongoing review</p> <p>All staff</p>	<p>Staff and pupils are better attuned to behavioural triggers and are able to find solutions and describe strategies that help them</p>
To develop the new school environment to better meet the needs of the children.	<p>Review the new site and create a range of opportunities for children to develop academic, social and emotional skills.</p>	<p>Ongoing</p> <p>SLT SENDCo</p>	<p>Children have access to a range of activities and resources to meet their needs.</p>

Planning duty 3: Information

Target	Strategy	Timescale and responsibility	Success criteria
To develop the availability of written material in alternative formats when specifically requested or when likely to make the curriculum more accessible to a child with a learning or physical disability.	<p>The school will continuously develop skills and awareness of the standards and services which can be used. (For example, sharing audio files, using pictograms and graphics to aid understanding).</p> <p>Use of coloured overlays.</p> <p>Use of picture cards / PECS to communicate.</p>	<p>As required</p> <p>SENDCo</p> <p>All staff</p>	<p>Staff will be aware of web based and physical resources and organisations that can provide information in different languages and formats, including people who can sign.</p>
To use best practice and guidance in making printed documentation accessible to children.	<p>Adjustments are made as appropriate.</p>	<p>Ongoing</p> <p>All staff</p>	<p>The accessibility best practice guidance and strategies we have been trained to use are in use.</p>
To ensure that written information is accessible to parent/carers with visual impairments	<p>Provide written information in alternative formats.</p>	<p>As required</p> <p>Headteacher</p> <p>SENDCo</p>	<p>Written information is fully accessible to parents/carers with visual impairments</p>

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **January 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.