

Kingsmoor Primary School

Accessibility Plan 2022-2025

Purpose of the Plan

The purpose of this plan is to show how Kingsmoor Primary School intends, over time, 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

Definition of SEN and disability

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than that of the majority of others of the same age.***
- *Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out 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’. This 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 pupil faces in comparison with non-disabled pupils.

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

Kingsmoor Primary School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with SEND pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage,

but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to SEND people in the school and in planning to increase access to education for all SEND pupils.

As part of the school's continued communication with parents, carers and other members of the school community, we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school buildings, playgrounds and the majority of the site is accessible for wheel chair users.

The Current Range of SEND within Kingsmoor Primary School

The school has children with a range of SEND requirements which include Autistic Spectrum Disorder, ADHD, sensory impairments, SEMH and medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and staff are aware of these children. Inhalers are kept in the classrooms and a record of exceptional use is noted and relayed to parents.

Some children have severe allergies or require specific medications and we have specific medical plans in place.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Kingsmoor Primary School Accessibility Plan 2022-2025

| TARGETS | STRATEGIES | OUTCOME | TIMEFRAME | ACHIEVED |
|--|--|--|-----------|----------|
| EQUALITY AND INCLUSION | | | | |
| To ensure that the accessibility Plan becomes an annual item at the Full Governing Body (FGB) meetings. | Clerk to governors to add to list for Education Committee meetings. | Adherence to legislation. | Annually | |
| To improve staff awareness of disability issues and particularly of those children with sensory impairments | Review staff training needs. Provide training for members of the school community as appropriate. | Whole school community aware of issues. | On-going | |
| To ensure that all policies consider the implications of full accessibility. | Consider during review of policies. | Policies reflect current legislation. | On-going | |
| To ensure children vulnerable to severe allergic reactions are known to all staff and that emergency procedures are known. | Close liaison with parents and medical specialists. Staff training. Awareness raising posters around the school. Vigilance at times of increased risk eg trips. | Staff pupil and parent confidence in systems for avoiding or managing allergic reactions | Annually | |
| PHYSICAL ENVIRONMENT | | | | |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Monitoring of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. | Necessary modifications will be made to the school building to improve access. | On-going. | |

| CURRICULUM | | | | |
|---|---|---|------------------------------------|--|
| To continue to train staff to enable them to meet the needs of children with a range of SEND. | SENDCO to review the needs of children and provide training for staff as needed. | Staff are able to enable all children to access the curriculum. | On-going. | |
| To extend the knowledge and experience of staff in effectively managing and delivering SEND support. | SENDCO Mrs Owens. TAs to be given additional training to deliver specific learning interventions eg ILI | Organisation and delivery of SEND support leads to improved outcomes for pupil progress | 2 year process with termly updates | |
| | Review of out of school provision to ensure compliance with legislation. | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. | On-going. | |
| To meet the needs of individuals during statutory tests. Eg Y 1 Phonics Y2 SATS and Y6 SATS | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential. | Annually. | |
| WRITTEN/OTHER INFORMATION | | | | |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. | Written information will be provided in alternative formats as necessary. | As needed. | |
| To support parents/carers with SEND in accessing all statutory information and being able to communicate about day to day issues. | Development of school Facebook page for information sharing. Extending links to school website. Use of mobile telephone for contacting parents by text. | Fully informed and updated school community with two way communication via a range of media. | Ongoing | |