

Kings Meadow Primary School



Accessibility Plan

1. Introduction

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The Equality Act 2010 was reviewed in 2023 and updates were released on 1st January 2024, this replaced all existing equality legislation. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils, staff or visitors because of protected characteristics, e.g. sex, race, disability, religion or belief and sexual orientation. According to the Equality Act 2010 (revised Jan. 2024) a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities and includes a person's ability to participate fully and effectively in working life on an equal basis with others.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. This policy aligns with the Equality Act 2010 and other relevant legislation regarding disability and inclusion. It is designed to guide our actions in ensuring that every individual can thrive in a supportive and welcoming environment.

2. Aims and Objectives

Kings Meadow Primary School is committed to creating an inclusive and accessible environment for all our pupils, staff, and visitors. We recognise that accessibility is an ongoing process, and we are dedicated to making reasonable adjustments to provide equal opportunities for all members of our school community.

Kings Meadow Primary School aims to:

- Ensure that pupils with disabilities can fully access the school curriculum, including extra-curricular activities, and participate in all aspects of school life.

- Provide a school environment that is physically accessible and safe for all individuals, regardless of ability.
- Ensure that communication and information are accessible to all members of the school community, including those with sensory or learning impairments.
- Make reasonable adjustments to teaching methods, assessments, and facilities to accommodate pupils with diverse needs.
- We will make all reasonable adjustments to ensure that a parent or member of staff with disabilities is not placed at a disadvantage.
- Create an inclusive culture where diversity is celebrated, and discrimination is actively challenged.
- We do our best to anticipate the needs of a pupil, a parent, or staff member with disabilities before s/he joins the school.

3. Key Principles

The key principles of this policy are:

- **Non-discrimination:** We will ensure that no pupil, parent, or staff member is discriminated against on the basis of disability, and that all are treated with dignity and respect.
- **Inclusion:** We will foster a culture of inclusion where all pupils, including those with disabilities, are able to participate fully in all aspects of school life.
- **Reasonable Adjustments:** We will make reasonable adjustments in line with the Equality Act 2010 to support pupils with disabilities in accessing education and participating in school activities

4. Physical Accessibility

Kings Meadow Primary School is committed to ensuring that the physical environment is accessible for all pupils, staff, and visitors, including those with mobility challenges.

- **Premises:** We will ensure that all school buildings and facilities are accessible to individuals with disabilities. This includes accessible entrances, ramps and wide corridors to accommodate wheelchairs and other mobility aids.
- **Classrooms:** We will ensure that classrooms and teaching spaces are organised to meet the needs of pupils with physical disabilities. This may include providing specialised furniture, such as adjustable desks and chairs, as well as accessible workspaces.

- **Toilets and Hygiene Facilities:** Accessible toilets are available for pupils, staff and visitors with mobility impairments. These will be regularly maintained to ensure they are functional and safe.
- **Playgrounds and External Areas:** We will assess the school's outdoor spaces to ensure that they are accessible to all pupils, including those with mobility challenges or sensory impairments. Play equipment is reviewed for inclusivity.

Current Provision

- The school is a single-story building and therefore has no need for lifts.
- There is a designated disabled parking facility with no kerb to surmount.
- All entrance doors are double width and therefore accessible to wheelchairs.
- Four of our eight entrances are either flat or have ramped access. Of the remainder three are single step and one has a double step.
- There are two disabled toilets within the school building.
- The school endeavours to be Dyslexia and Autism friendly.
- Intervention Rooms have been added to areas around the school (Reception/ Year 1, Year 2/3 and Year 4/5 spaces) to facilitate further opportunities for small group and individual working as well as a space for individual intervention and support from outside agencies.
- Outdoor quiet areas and safe spaces are provided with seating and shade.
- Nursery, Reception and KS1 classes all have access to high quality outdoor learning opportunities and play provision.
- Laptops, Chromebooks and iPads are available for individual interventions and to provide alternative methods of recording.
- Additional specific classroom resources are provided as necessary including sloping boards, pencil grips, talking tins, fiddle toys, etc.
- We ensure that learning materials are provided using appropriate coloured paper (buff), styles and size of font and modified SATs papers are accessed as required.
- Where pupils access swimming lessons, 1:1 support is provided where necessary for disabled pupils.

5. Curriculum Accessibility

We recognise that pupils with disabilities may require different types of support in order to access the curriculum fully. Our approach is to make the necessary adjustments to ensure that all pupils have the opportunity to succeed.

- **Adaptive Teaching:** Teachers will adapt lessons to accommodate a wide range of learning styles and abilities, ensuring that all pupils are supported in their learning.
- **Assistive Technology:** We will provide access to assistive technology and resources, such as screen readers, text-to-speech software, or speech-to-text tools, to support pupils with physical or sensory disabilities.
- **Alternative Formats:** Learning materials will be made available in alternative formats (such as large print, digital formats or buff paper) as and when required.
- **Support for Special Educational Needs (SEN):** Pupils with SEN will have their needs carefully assessed and will receive tailored support, which may include teaching assistants, speech and language therapy, or other specialist services.
- **Assessment Adjustments:** We will make reasonable adjustments to assessments to ensure that pupils with disabilities are not at a disadvantage. This may include extra time, alternative methods of assessment, or modified test formats.

6. Communication Accessibility

Effective communication is vital for inclusion. Kings Meadow Primary School will take steps to ensure that information is provided in a way that is accessible to all members of the school community.

- **Information Formats:** We will provide information in different formats (e.g., large print, audio, digital formats, etc.) as needed to ensure it is accessible to pupils, parents, and staff with visual impairments or learning disabilities.
- **Signage and Visual Aids:** Clear, simple signage will be used throughout the school to help individuals with visual or cognitive impairments navigate the school environment. This may include the use of symbols and high-contrast colours for clarity.

- **Communication Support for Parents:** We will ensure that parents and carers with communication needs (such as those with hearing impairments or who speak English as an additional language) have access to interpretation services or written translations when necessary. We will also offer written communication for parents who are unable to attend school meetings.

7. Staff Training and Awareness

We recognise that the successful implementation of our accessibility policy depends on the commitment of our staff. All staff will receive training on disability awareness and how to support pupils with diverse needs.

- **Disability Awareness:** Teachers, support staff, and leadership will receive training on the various types of disabilities, how to identify and support pupils with special educational needs, and how to promote an inclusive classroom environment.
- **Ongoing Professional Development:** We will offer ongoing professional development for staff to ensure that they are kept up-to-date with best practices in supporting pupils with disabilities and ensuring accessibility.
- **Specialist Support:** Where necessary, staff will be given access to external training and advice from specialists, such as speech and language therapists, occupational therapists, and educational psychologists.
- **Appointing Process:** When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the Governing Body will endeavour to make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

8. Involvement of Parents and the School Community

We believe that collaboration with parents, carers, and external agencies is key to providing the best possible support for pupils with disabilities.

- **Partnership with Parents:** We will involve parents in discussions about their child's needs and any reasonable adjustments that may need to be made e.g. Health Care Plans. This may include regular meetings with parents to review their child's progress and the support being provided.

- **Annual Reviews:** For pupils with Special Educational Needs and Disabilities (SEND), we will conduct annual reviews to ensure that their needs are being met and that the support provided is effective.
- **Student Participation:** We will encourage pupils with disabilities to share their views on how the school can better support them. We will also ensure that pupils are involved in the development of any adjustments to their learning.

9. Monitoring and Review

Kings Meadow Primary School will continuously monitor and assess the accessibility of our environment, curriculum, and services to ensure that we are meeting the needs of all pupils.

- **Accessibility Audits:** Regular audits of school facilities, teaching practices, and support services will be conducted to identify areas for improvement.
- **Feedback Mechanisms:** Feedback from pupils, parents, staff, and external agencies will be used to improve accessibility measures. We will use surveys, focus groups, and informal feedback to gather input on how we can make the school more accessible.
- **Review of Policy:** This policy will be reviewed annually by the senior leadership team to ensure that it remains effective and up-to-date.

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.
- pupil voice data.
- Participation in extended school activities.

Evaluations based on this data are then reviewed, and action plans are drawn up or amended as appropriate.

It is the responsibility of the Headteacher to keep the Governing Body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governing body is responsible for the school's duty to ensure disability equality. The School Link Governor responsible for Accessibility is Mrs. Janette Hutchings.

The Headteacher implements the school's Accessibility Policy and Plan on a day-to-day basis, and ensures that all staff are aware of the details of the plan as it applies to them. The plan is published on the school website and a copy is accessible on request. The Headteacher reports to the governing body annually on matters regarding Accessibility.

This scheme will be reviewed annually or earlier if required.



KINGS MEADOW PRIMARY SCHOOL

ACCESSIBILITY PLAN 2024-2027

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan is reviewed at Governing Body Meetings annually and sooner if there are legal updates.	Clerk to Governors to add to list for GB meetings.	Adherence to legislation.	Three yearly or sooner if required.	
To continue to broaden staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues. Staff trained and able to support children with specific disabilities.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Physical Accessibility				
To ensure that all areas of 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.	Audit of accessibility of school buildings and grounds by SLT and SEND Governor. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going	

Targets	Strategies	Outcome	Timeframe	Achieved
Curriculum Accessibility				
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of the children and provide support for TA's as needed.	TA's are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of-school activities, e.g. clubs, trips, residential, etc.	Continue to review 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 end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc, will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
Communication Accessibility				
To ensure that all parents / carers and other members of the school community can access information.	Written information will be provided in alternative formats upon request.	Written information will be provided in alternative formats as necessary.	As needed.	

Last reviewed: January 2025

Next review: January 2027 or sooner if required