

Kildwick CE Primary School
Learning to Live, Living to Love, Loving to Learn

Date Approved: Spring 2020

Next Review: Spring 2021

Accessibility Plan

Purpose of this plan

At Kildwick CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Kildwick CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Kildwick CE Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Admissions policy
- Behaviour Policy
- Anti-Bullying Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Equalities scheme

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Contextual Information

As a result of building work 9 years ago, a disabled entrance was created at the back of school as well as a disabled toilet on the ground floor. A ramp and a handrail were installed outside the former KS2 entrance, now the main school office. The physical layout of the classrooms upstairs makes it currently unsuitable for a child in a wheelchair. Should a pupil be admitted into the school who uses a wheelchair, the LA would need to look at access. Emergency evacuation procedures (PEEPs) are in place to provide 1:1 supervision of disabled students.

Arrangements for the admission of students with disabilities

When children enter school with specific disabilities, the school works in closely with the local authority support services for advice and guidance. If children who have an Education Healthcare Plan (EHCP) are admitted, arrangements begin with a transitional review, which a member of the school attends. For children with a disability, in addition to information provided by pre-school settings, other primary school, parents are asked to give details.

Responsibility

The governors Resources committee will be responsible for monitoring, evaluating and reviewing the school's Accessibility Plan. The committee will also be responsible for obtaining and allocating the funds needed to implement any priorities in the plan. The plan will be reviewed annually at the FGB meetings. The Headteacher will be responsible for the plans day to day implementation.

Reporting

Progress of any priorities will be reported to the Full Governing Body at least once a year.

Access to the plan

Parents/Cares may request a copy of the plan from the office. The plan is also available on the school's website.

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audió, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Targets	Action	Outcome	Timescale	Notes on progress
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Adherence to legislation.	Annually	This policy and the contents of it are discussed annually at a governors meeting.
To improve 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.	On-going	All staff are made aware of the individual needs of pupils that require access modifications.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	Reviewed yearly
Improving Physical Access				
To improve access and information for visitors to the school who may have disabilities.	Ramp to be available to use onto church path. Clear instructions on parking and most suitable access on school website. Discussion at staff meeting as to guidance to give visitors / children new to the school.	Improved access and information giving for children and adults new to the building.	End of Summer 2 Term.	
To prepare for current child in Class 3 to access the upstairs classrooms	The child's mobility has improved so that she can walk upstairs with help and is able with adult support to walk to the toilets downstairs. Should the need arise she is able to access the adult toilet upstairs.	Providing most appropriate and accessible learning environment for all children.	Review termly from Autumn 2020.	

Improving Curriculum Access

Differentiation enables all children to access learning at the appropriate level	Planning reflects appropriate differentiation Observations, work scrutiny	Children's learning is challenging but at the appropriate level that they can access and make progress	Ongoing	
Targeted interventions are implemented when necessary by support staff	Impact of interventions on children's progress is monitored. Support staff CPD PPM	Interventions are effective in removing barriers to learning, accelerating children's progress.	Ongoing	
Additional specialist equipment is provided where necessary e.g. writing slopes	Advice and support from EMS services	All children can participate in learning. Independence is promoted.	Ongoing	
Additional access for KS2 tests is requested if necessary	Evidence collated from school and EMS services to submit to DfE	All children can access tests	Annual	
To ensure that all pupils are able to access out of school activities e.g visits, clubs	Additional adult support if necessary. External providers of clubs fully informed. NYCCEV procedures followed – RA of visit sites.	All pupils can access activities	Ongoing	

Access to Information

To ensure that information is accessible to all	Information is available in alternative formats when requested.	Information is available in alternative formats when requested.	Ongoing	
Documentation on the website is accessible to those with	NYCC ICT services to ensure information on the website can be	Information accessible in other languages	Ongoing	

English as an additional language	translated into other languages when requested			
To ensure that parents who are unable to attend school, because of a disability can access parent consultation and other information	Information can be sent home or e-mailed. Staff can phone.	All parents are informed about their child's progress	Ongoing	