

## Accessibility Plan 2016 - 2019

Kingswood Parks Primary School opened as a brand new purpose built sponsored academy in September 2014 and is committed to providing an accessible environment which 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 challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance, respect and inclusion.

The Equalities Act of 2010 defines disability as “a person has a disability if they have a physical or mental impairment that has a substantial long term adverse effect on their ability to perform normal day to day duties.”

Whilst the pre-opening inspection of August 2014 confirmed that the school met all requirements, it is important to ensure that the academy continually reviews and where necessary improves provision and practice, including:

- Access to the **physical environment**
- Access to the **curriculum** including the wider curriculum such as out of school activities and visits
- Provision of specialist **aids and equipment**
- Adjustments to **written information** to pupils, staff, parents and visitors with disabilities

Action	Who	When	Resources	Intended outcome	Monitoring / Evaluation
<ul style="list-style-type: none"> <li>• Implement SEND Code of Practice</li> <li>• SEND Policy in place</li> <li>• SEND Report presented annually to FGB and uploaded on website</li> <li>• Implement EHC Plans completed within statutory time frame</li> <li>• CPD to ensure staff are aware of their roles and responsibilities</li> </ul>	SENCo	Jan 2016 onwards	Time Nil cost	Statutory compliance Staff understand and fulfil responsibilities and accountability  Provision for children with SEND remains consistent and is responsive to changing SEND population and SEND needs	HT Report to GB
Review number and location of disabled toilets	HT	Spring 2016	£1000	Facilities available and accessible on both floors of school  Efficient and effective use of space	Termly H and S Report to GB
Re-locate medical room and make appropriate adaptations to ensure that the school is both accessible and inclusive to those with specific SEND	JD	Spring 2016	£1000	Medical room fit for purpose	Termly H and S Report to GB
Ensure that up to date information is kept in relation to SEND <ul style="list-style-type: none"> <li>• Register – including analysis of need</li> <li>• Plans</li> <li>• Training needs and record</li> <li>• Resources</li> <li>• Clear lines of communication</li> <li>• Record of individual children's needs high profile, secure and accessible including:               <ul style="list-style-type: none"> <li>• Names</li> <li>• Needs</li> <li>• Action to be taken in response to need</li> </ul> </li> </ul>	SENCo	Spring 2016 Ongoing	Time Nil cost	All records are easily and readily accessible but comply with data protection protocols  Staff aware of needs of specific children  Lines of communication clear in terms of what to do in case of emergency	HT Report to GB
Maintain the physical environment so that it allows easy access to those with disabilities <ul style="list-style-type: none"> <li>• Termly audit by SBM and H and S Governor</li> <li>• Ensure disaster and Fire Evacuation plans accommodate needs of those with disabilities</li> </ul>	SBM	Spring 2016 Ongoing	Time Nil Cost	Policies in place Environment safe and accessible  Defects in environment identified and addressed	Termly H and S Report to GB

Action	Who	When	Resources	Intended outcome	Monitoring / Evaluation
Proactive response to identified and changing needs of children and parents / carers specifically in relation to sensory loss	SENCo SBM	Spring 2016 Ongoing	£500	Those with sensory loss not disadvantaged in accessing provision  Adaptations to communications made	HT Report to GB
Develop bespoke induction procedures for pupils with specific needs: <ul style="list-style-type: none"> <li>• Face to face induction meeting with child and parent / carer</li> <li>• Multi / Partner agency meetings and specialist support</li> <li>• Bespoke and generic staff development</li> </ul>	SENCo	Summer 2016	Time Nil cost	Children, parent / carers and staff aware of: <ul style="list-style-type: none"> <li>• Children's needs</li> <li>• Parents / carers needs</li> <li>• What school can offer</li> <li>• Expectations of school / staff</li> <li>• Key contact in school</li> </ul>	HT Report to GB
Refine equality of access within the curriculum for children with physical disabilities - including children with pronounced fine motor skills difficulties: <ul style="list-style-type: none"> <li>• Ensure ICT (hardware) is accessible and appropriate</li> <li>• Seek advice and purchase appropriate software</li> <li>• At MTP stage make adjustments to curriculum to secure access for identified children Seek specialist help eg IPASS Northcott SS, Tweedykes SS</li> <li>• At planning stage consider possible adjustment to ensure access to out of school activities</li> </ul>	SENCo All staff	Spring 2016 Ongoing	£1500	Barriers to curriculum removed  Children identified wit SEND access out of school provision  Adaptations evident but not intrusive and promote inclusion	HT Report to GB