



Kirklevington Primary School Accessibility Plan 2024-2028

Introduction

Kirklevington Primary school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Aims of the Accessibility Plan

This plan outlines how Kirklevington Primary 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 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.

Under the Special Educational and Disability Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The 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 disabled pupil faces in comparison with non-disabled pupils.

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 must have regard to the need to allocate adequate resources in the implementation of this strategy.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Head teacher and other relevant members of staff.
- Governors.
- External partners.



Improving access to the physical environment

Actions	By who	Time Scale	Monitoring and evaluation	Outcomes	Evidence base	Monitoring
Create access plans for disabled children/adults	SENDCo /SLT	Ongoing as necessary	Head teacher, SENDCo and SEND governor	Individual plans in place for disabled pupils and all staff aware of all pupils' access needs.	Monitor plans with medical professionals	Plans to ensure that reasonable endeavours have been made for children with disabilities to access the curriculum.
Ensure that the environment is wheelchair accessible and areas are available for wheel chair visitors	SLT/Caretaker O.T s	Ongoing	SLT SENDCo	Disabled parents/carers visitors feel more welcome.	Environment walk feedback.	Accessibility
Ensure that, where possible, children and adults can access the schools outside environment.	SLT/SENDCO/ EMS leads /O.T	Ongoing	SLT/SENDCo	That all children and adults with a disability are able to access physical areas and equipment.	Environment Walk and feedback	Accessibility to playground and play equipment

Improving access to information

Actions	By who	Time Scale	Monitoring and evaluation	Outcomes	Evidence base	Monitoring
Review information given to parents/carers and information provided on the Website to ensure that it is accessible.	LEA audit School questionnaires Trust SENCOs	Annually	SENDCO /SLT	Clearer views on Parent voice in relation to SEND offer.	Written/Verbal Feed back	Parent Views/accessibility to website
Develop links with local SEND schools/ARPs/Trust schools to improve staff's understanding of children who have a range of SEN needs.	Curriculum Leaders	On going	SENDCO	Increased confidence of staff in developing their knowledge of SEND curriculum and systems.	Visits to Specialist settings and from EMS leads when needed	Staff awareness of accessibility to provision
Encourage pupils to express their access needs and explore learning styles.(Pupil voice)	Sencos	Involved with Assess Plan Do Reviews Circle Time and RSE curriculum	Pupil views Termly meetings.	Children able to articulate their access	Pupil Views in SEN reviews and EHCP reviews	Pupil voice and accessibility to specialist resources and equipment



Improving access to The Curriculum

Actions	By who	Time Scale	Monitoring and evaluation	Outcomes	Evidence base	Monitoring
Offer training for staff in specific areas of SEN e.g. dyslexia,	SENDCO SLT	On going	SENDCO/SLT	Raised confidence of staff in applying strategies for differentiation and increased pupil participation	CPD	Training
Teachers and subject leaders will provide opportunities for all pupils to take part and achieve in all aspects of school life including school trips and extra-curricular activities	All staff	Ongoing	SLT/ Governors	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy school	Class ,school trip, visit and extra-curricular audits	Differentiation and accessibility for all.
Pupils with SEND will access all lessons	All staff	On going	Head teacher, SLT , SENCO	All lessons are inclusive to pupils with SEND	Observations book scrutiny learning walks Pupil voice	Pupils with SEND will access all lessons. Reasonable adjustments are made for

						pupils with SEND to access the curriculum.
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Ratification at GB meeting May 24