



Kentish Town Church of England Primary School Accessibility Plan

3-year period covered by the plan: 2021-2024

Introduction:

The Equality Act 2010 and the SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their Disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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 2010.

- The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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'. 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 can include, for example, the provision of an auxiliary aid or adjustments to premises.
- It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan in due accordance with the new SEN Code of Practice 2014.

1A: vision and values.

To provide high quality and efficient provision for all children with disabilities in order that they may be fully included in all aspects of school life and to seek acceptable alternatives where this is not possible. (See also School Vision Statement & Equalities Scheme.) To ensure that all children have full access to their rights under the UNCRC.

We are an additionally funded resource base school for children with physical disabilities and autism.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy

- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report

- Supporting pupils with medical conditions policy

At Kentish Town CE Primary School we are fully committed to equality of opportunity and high expectations for all children. (See School's Single Equality Scheme)

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

Commitments	Key Actions	Planned Impact on Pupils with Disabilities.	By:	Evaluation	Links to Policies.
<ul style="list-style-type: none"> • Our school offers a differentiated and accessible curriculum for all pupils 	<ul style="list-style-type: none"> • We will use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources will include examples of people with disabilities • Curriculum progress will be tracked for all pupils, including those with a disability • Targets will be set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils especially those with disabilities. • Staff to plan trips/visits/events which will be accessible for their whole year group. • Transport to be provided by the school to secure access to certain venues. • Children with disabilities are supported in accessing before/after school provision should parents require this. 	<p>Children have work differentiated to the appropriate level thereby maximising their progress.</p> <p>Children with disabilities are effectively supported to take part in class/group activities</p> <p>All children with a disability are able access as much of the curriculum as is possible including all trips and visits.</p> <p>Children with disabilities have the same opportunities in accessing before and after school provision as others.</p>	<p>2024</p>		<p>SEN, Inclusion, Disability, Equalities Scheme. Teaching & Learning</p>

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Commitments.	Key Actions.	Planned Impact on Pupils with Disabilities.	By:	Evaluation.	Links to Policies.
<p>To ensure that the school site is fully accessible for children with disabilities and any new developments take into account DDA compliance.</p>	<p>Seek support and advice of OT as children with different physical disabilities come into the school with new accessibility needs.</p> <p>Identify key areas that need to be addressed e.g. wall bars in toilets etc.</p> <p>Site manager to monitor regularly and ensure removal of obstructions.</p> <p>The environment is already significantly adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>	<p>Children can safely access and enjoy the playground/school building independently.</p>	<p>2024</p>		<p>Equalities Scheme.</p>

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Commitments	Key Actions	Planned Impact on Pupils with Disabilities.	By:	Evaluation	Links to Policies.
Children with disabilities will be able to access written work and information in class.	<ul style="list-style-type: none"> • Make sure that text is clearly written and visually accessible when displayed or written in books. • Use of resources for the child to refer to. • Teacher's/TA's marking is verbally relayed in order to inform the child • Children's understanding of instructions/important information is checked. 	Children can access written work/information more effectively.	2024		Learning Environment, homework, and marking policies.
To make sure that all letters and information are written in a clear and jargon free manner wherever possible especially on the school website.	<ul style="list-style-type: none"> • Provide written/verbal translations of letters and other important info for parents • Use of text messages/email for parents. • Home school books for children where needed 	Parents can access information more effectively	2024		Publication scheme-Freedom of Information.
Provide translators/signers to convey key information to parents/carers	<ul style="list-style-type: none"> • Identify potential parents/carers who may need support at meetings or need key info relayed to them. • Source appropriate translators. 	A range of communication methods is used to ensure information is accessible. This includes: Internal signage Large print Pictorial or symbolic representations Text messages News Letters Home language information. School Website Phone calls if needed.	2024		Publication scheme-Freedom of Information

3A: Management, coordination and implementation.

It is the responsibility of the Governing Body and Headteacher to ensure the priorities highlighted by the plan are monitored, evaluated and met within the given timescale.

The plan will be co-ordinated mainly by the Headteacher and Inclusion Manager. The Inclusion Manager will oversee the priorities linked to the curriculum and the Headteacher will over see the priorities linked to the physical environment. Pupil progress will be tracked carefully by both the Inclusion Manager and Assessment Co-ordinator.

All staff are responsible for ensuring the needs of all children within their classes are met and are responsible for ensuring the necessary adaptations are made both in terms of the curriculum and physical environment for any child who requires it.

3B: Getting hold of the school's plan

The school's plan will be available via the website and in hard copy from the school's office.

Written by: Grant Jacobson.

February 2021

Next Review: February 2024