



ACCESSIBILITY PLAN

Purpose of the Plan

The purpose of this plan is to show how Kell Bank CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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 (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Kell Bank CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community positively and in line with the Christian ethos of the school, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Although the main entrance to the school is down a steep set of steps, the site of the school can be accessed by wheelchair users using the large gate at the top of the playground and entering the school through the door at the rear of the building or through the KS1 classroom. The gate would require a more suitable opening and locking system. This has been discussed with the NYCC Landlord Unit. The school's main classrooms and the disabled toilet are at ground level which disabled pupils could access with a narrow chair but some areas of the outside Foundation area would be inaccessible if steps are a problem. There is one classroom on the second floor which would be inaccessible to pupils with physical difficulties but the school would reorganise groupings to try to accommodate this.

The Current Range of Disabilities within Kell Bank CE Primary School

The school has children with a range of disabilities which include high, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Kell Bank Primary School Accessibility Plan 2016-2018

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
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	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults .	Audit of accessibility of school buildings and grounds by Governors.	Modifications will be made to the school building to improve access.	On-going	
Continue to improve access to the school's physical environment for all.	Suggest actions and implement as budget allows.		On-going	
To ensure that our school is physically accessible to all members of the school community –	Audit of accessibility of school buildings and grounds by Governors.	The school will be more accessible.	On-going	

although this is difficult due to sloping nature of site and upstairs classroom areas.	Suggest actions and implement as budget allows.			
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training 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 visits etc.	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 provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pens, radio aids, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	
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	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	

Reviewed Summer 2016 To be reviewed Autumn 2018