

Accessibility Plan 2023-2025



Reference	D 20-21/0.1	Date	
Date Adopted		Prepared by / Owner	Head
Review Cycle	Biannual	DfE Approval Level	May be delegated
Next Review	Summer 25	DfE / LA Status	Recommended statutory

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA)- **“Getting It Right For Future Generations”** To reduce and eliminate barriers, where possible, to allow access to the curriculum and to fully participate at the Kingswood Primary School.

It draws on the guidance set out in “Accessible Schools”: Planning to increase access to schools for disabled pupils, issued by DfE in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Kingswood plans for:

Education and related activities: Kingswood will continue to seek and follow the advice of Surrey LA services, such as specialist teacher advisers and SEND advisors, and of appropriate health professionals from the local NHS Trusts, etc. (See checklist provided on page 29 DfE Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”).

Physical environment: Kingswood will take account of the needs of all stakeholders with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc. (See checklist on page 30 of DfE Guidance)

Provision of information: Kingswood will make itself aware of local services, including those provided through Surrey LA, for providing information in alternative formats when required or requested, etc. (See checklist on page 30 of DfE Guidance).

Lead Teacher: Sam James/SENDCo		Governor with responsibility: Catherine Donohue			
Success Criteria • Views of pupils/parents/carers/staff with disabilities influence policy and practice • School is able to respond to requests for information in alternative formats. • Positive attitudes to and images of disability prevalent in school. • Improved physical access to the school environment • Improved access to the curriculum for disabled pupils • Improved understanding of ASD/ ADHD for day to day classroom support and management					
Objective	Action	Lead Person	Time scale	Resources	Evaluation
To assess the needs of the school staff and ensure they have equipment and resources in place to carry out their job effectively	• Canvass staff- find out if any staff have a disability /hold register • A meeting to take place b/w the line manager and member of staff to find out how the school can support them in their job • Where relevant carry out a risk assessment and take advice from Surrey to ensure the school is doing everything to support the staff.	SJ/EP	Annually in Autumn term		

To identify disabled members of school community and gather views/needs	- Disability register of pupils updated twice a year. - Data on disability gathered and analysed from new families via information form - Headteacher/parent forum meetings to include sharing policy with stakeholders/gathering views	SJ JT JW	September 21 ongoing Ongoing Annual	Staff meeting and SENDCO time	
Improve provision for children with ADHD/ASD related conditions.	- Develop staff's knowledge and skills in managing children with diagnoses - Staff have increased confidence and skills in working with children with ADHD/ASD, dyspraxia and dyslexia related diagnosed conditions - Provide relevant training where a need is identified. - Ensure that learning environments are adaptable for children with ASD/ADHD	SJ	On going		
To improve access to the curriculum for disabled pupils.	- Key staff have advice from specialist agencies to support particular learners - Where necessary care plans drawn up for specific children - To manage the listening environment for learners with hearing impairment. - Deployment of resources/personnel in classrooms to facilitate curriculum access - Staff to attend specific training days for chn with specific disabilities - Sound Field systems in relevant classrooms - Ensure appropriate classroom strategies and adjustments have been made for all disabled pupils	SJ	On going Ongoing On going		
To promote a positive image of people with disabilities	Review library resources and purchase new books to reflect positive promotion of people with disabilities	SJ/RP	Sept 21 on going	Cost of books etc	

	• Ensure school website and prospectus reflects diversity of school population • Ensure school displays promote positive images of disability • Ensure that children or adults with disabilities and their achievement are celebrated and included throughout the school's curriculum, including the study of influential/famous disabled people throughout history	JW SJ/JW	On going On going		
To improve access to the physical environment	• Consideration given to improving physical access when redecoration/building projects take place. (eg: wheelchair access / door colour distinct from wall colour for VI) • Reasonable adjustments made to improve physical access to resources/learning • (eg: footrest on high stool, height of coat pegs, sink levels)	SJ/EP SJ/EP	On going Termly H and S walks		
To respond to requests for school information to be delivered in an accessible format in order that all groups of people have equal access to school information	• Use the language choice on the school website to support parents with EAL	JT	New parents/ on going		
To provide a disabled parking space/s for visitors & parents (with the appropriate "Blue Badge" permit) attending meetings	• Be vigilant of staff, parents and children's needs. Should a stakeholder have a disability and need a space then it will be designated.	EP/RG	Ongoing		