



KINTBURY ST. MARY'S
CE PRIMARY SCHOOL

Our caring ethos is based on our Christian values of hope, friendship and respect. These, together with our rich and diverse curriculum underpin our belief that everyone in our school community can develop a sense of self and understanding of their place in our world in order to achieve and flourish throughout life.

'Love thy neighbour as thyself' Luke 10:25-37

Accessibility Plan

Approved by: The Governing Body

Date: 15.7.24

Next Review date: Summer 2027

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. This policy complies with our funding agreement and articles of association.

3. Background

The school currently has a number of pupils on the Special Educational Needs and Disabilities (SEND) register with varied needs. At any one time, these may include autistic spectrum disorders (ASD), attention deficit disorders (ADD), attention deficit and hyperactivity disorder (ADHD), speech and language, dyslexia, Tourette's, hearing/visual impairment, global developmental delay, anxiety and attachment disorders, and specific medical needs. The proportion of children on the SEN register is reported as a percentage on a termly basis to Governors.

The main building was refurbished in 2012 and, therefore, contains many features which allow equality of access for all our pupils, staff and members of the public. It is built on three levels: a lift connects the three floors of the building and a sloping pathway allows access to the main reception area. There is a disabled toilet on upper and ground floors.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and visual and the assembly point is in the KS2 playground to the rear of the school.

The school car park has one disabled parking space.

All pupils are encouraged to take part in the full curriculum. School visits are made accessible to all irrespective of attainment or impairment. Advice will be sought from the relevant professionals regarding the suitability of some activities for children with specific disabilities.

Lessons provide opportunities for all to succeed through inclusive, differentiated planning and the adoption of a variety of teaching styles and strategies.

Photographs of children with specific medical needs and/or allergies are displayed in the kitchen and are available for staff in each of the classroom cupboards.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Audit curriculum resources include examples of people with disabilities.	Audit medium term planning – ongoing action as each unit. Making adjustments where necessary	SENCo	Ongoing	Literature available in school will have positive images of disability
	We use resources tailored to the needs of pupils who require support to access the curriculum.				Ongoing	
	Curriculum progress is tracked for all pupils, including those with a disability.	Review the curriculum to ensure it meets the needs of all pupils.	Regular training and input from the SENCO discussing the children on the SEN register.	HT Class teachers	Ongoing	Curriculum will be accessible to all pupils regardless of disability
	Classrooms are optimally organized to promote the participation and independence of pupils.	Ensure all staff are confidently aware of those children who have SAPs/EHCP	Teachers and TAs to regularly discuss and review SAPs.	SENCo		Children are identified and included on the SEN register. Staff will be able to confidently identify the children within their own class with SAPs/EHCP
	Targets are set effectively and are appropriate for pupils with additional needs. This includes SAPs/EHCP					

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bay • Disabled toilets 	<p><i>Position entry code keypad at a height which is accessible from a car seat, without needing to exit the vehicle.</i></p> <p><i>Wheelchair access into the school is available via a ramp into the school office.</i></p>	<p><i>Vehicle gate can be opened from car via telephone</i></p> <p><i>Wheelchair access to all floors is available via the school office and lift</i></p> <p><i>Disabled toilets are available on the lower and upper floors</i></p>	SBM	Ongoing	Access to school site is improved for people with a disability
Improve the delivery of information to pupils with a disability	<p><i>Our school currently uses a range of techniques to ensure children are able to access information given to them</i></p> <p><i>This includes;</i></p> <ul style="list-style-type: none"> • Printing on coloured paper • Clear printed fonts • Overlays 	<p><i>Ensure that communication from school is accessible to all parents and carers.</i></p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> • Website • Information from 1 to 1 meetings • Leaflets/Posters 	Electronic documents are available to be printed upon request	SENCO School office	Ongoing	Parents will confidently be able to access information related to their child.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board.

5. Links with other policies

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

- 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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school’s physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				