



# Accessibility Plan

Sept 2024 – Sept 2027

| <b>TPAT Policy Management</b>           |                |                         |                           |                       |  |
|---|----------------|-------------------------|---------------------------|-----------------------|--|
| Document history                        |                |                         |                           |                       |  |
| <b>Review date</b>                      | <b>Version</b> | <b>Reviewer / owner</b> | <b>Executive approval</b> | <b>Approving body</b> | <b>Meeting date of policy approval</b> |
| 12/2022                                 | 1              | Sally Telling           | Rachel Surch              | TIB                   | 19.03.25                               |
|   |                |                         |                           |                       |  |
|   |                |                         |                           |                       |  |
| Material changes since last publication |                |                         |                           |                       |  |
| <b>Section</b>                          | <b>Changes</b> |                         |                           |                       |  |
|   |                |                         |                           |                       |  |

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## **Introduction**

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

### **Our aim:**

To create centres of educational excellence that inspire all pupils to turn their potential into performance

### **To achieve this our schools will:**

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions  
Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

### **The Trust will support our schools by:**

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

## **1. Accessibility at Kingfisher CE Academy:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Advisory Board. The review process can be delegated to a committee of the Local Advisory Board, an individual or the Head of School. At Kingfisher CE Academy the

plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan if changes are being implemented and/or there is a finance allocated and will be monitored by the Head of school and evaluated by the Local Advisory Board (LAB). The current plan will be appended to this document.

At Kingfisher CE Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1.1 The Kingfisher CE Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and Local Advisory Board (LAB) of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 1.2 The Accessibility Plan is structured to complement and support the Trust's Equality Objectives, and will similarly be published on the school website. We understand that the Trust board will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 1.3 Kingfisher CE Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 1.4 The Kingfisher CE Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
  - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- 1.5 The Kingfisher CE Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 1.6 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 1.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Asset Management Plan
  - Behaviour Policy
  - Teaching & Learning Policy
  - Equality Information and Objectives (Trust)
  - Health & Safety Policy
  - Safeguarding Policy
  - School Development Plan
  - Special Educational Needs & Disabilities Policy
- 1.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Advisory Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 1.9 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all LAB members will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 1.10 The Accessibility Plan will be published on the school website.
- 1.11 The Accessibility Plan will be monitored through the Local Advisory Board.
- 1.12 The school will work in partnership with the Trust board in developing and implementing this Accessibility Plan.
- 1.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and objectives**

### **3. Our Aims are:**

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

## **4. Current good practice**

Kingfisher CE Academy has high expectations for all pupils and a commitment to pupils' full participation in school activities and community. We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of entry to the school.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with the SENCO and teaching assistants to review pupils' Provision and Outcome Plan targets and liaise with specialists and support services.

Lessons provide opportunities for all to succeed through inclusive, adaptive teaching. Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific learning difficulties may have alternative methods of reading and recording; such as the use of computer programmes such as Clicker 7.

We have a high level of children with English as an Additional Language at Kingfisher CE Academy. We ensure they are immersed in English throughout their school life and where appropriate provided with additional resources, such as computer programmes or word banks to develop their language skills and increase access to the curriculum.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and other forms of regular medication annually during whole staff training with a school nurse. Children who require such medication have healthcare plans written by the School Nursing Service. Specific training is also given to staff, by the relevant professional, where staff need to be able to support the management of long-term medical needs. There is a register of children with medical needs. Photographs of children with specific medical needs or allergies are available to every member of staff throughout the school. Information relating to these children is also passed on to lunchtime supervisors and included with the information provided to visiting teachers. Epi-pens and inhalers and copies of care plans are always taken on visits / trips out of school.

#### **4.1 Physical Environment**

The main school building is on two floors with an accessible lift. All areas of the school can be accessed by all pupils which will ensure disabled pupils are not disadvantaged.

Furniture and equipment are selected as standard and age related as appropriate. However, where pupil's individual needs mean that they require furniture of a different size, then this has been accommodated.

#### **4.2 Curriculum**

In planning and teaching the Early Years Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils. All pupils are encouraged to take part in the full curriculum. There are no areas of the curriculum to which disabled pupils do not have access. Pupils with disabilities are included in productions, music, PE (including swimming in relevant years) and class sharing assemblies. School visits are made accessible to all children irrespective of attainment or impairment.

The school seeks advice from a range of professionals and external agencies so that disabled pupils can access the curriculum and it is catered for their individual needs, with adapted and supported provision where appropriate.

#### **4.3 Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **5. Access Audit**

The school is a two-storey building with wide corridors, a lift and several access points. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. There is also a medical room including a hoist.

The school has internal emergency signage and escape routes are clearly marked. The school has PEEP Action Plans in place for those who require these and they are updated annually.

## **6. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The LAB and Senior Leadership Team will work closely with the Local Authority and other advisors and professionals.

## 7. Accessibility Plan – Strategic Summary

**Aim 1:** To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community of pupils, and prospective pupils, with a disability.

|                   | <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b>                                 | <b>Responsibilities</b>  | <b>Success Criteria</b>                                       |
|-------------------|--|---|--|--|---|
| <b>SHORT TERM</b> | To liaise with parents/carers and Swindon Borough Council's School Nursing Team to review potential intake for Sept                                  | To identify pupils who may need additional to or different from provision for Sept intakes. This will continue throughout the year for all new starters.  | July each year for new Nursery/ Reception intake | HT<br>EYFS lead<br>SENDCO<br>SBC School Nursing Team                     | Procedures/equipment/ ideas set in place for Sept             |
|                   | To review all statutory policies to ensure that they reflect inclusive practice and procedure  | To comply with the Equality Act 2010  | Ongoing  | HT<br>All subject leaders  | All policies clearly reflect inclusive practice and procedure |
|                   | To establish close liaison with parents  | To ensure collaboration and sharing between school and families. Engage parents with meetings where needed.   | Ongoing throughout                               | SENDCO HT<br>TAs<br>Outside agencies<br>SBC School Nursing Team          | Clear collaborative working approach                          |
|                   | To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy or mobility issues | To ensure collaboration between all key personnel.<br>Annual training from School Nurse   | Ongoing  | HT<br>TAs<br>Outside Agencies<br>SBC School Nursing Team                 | Clear collaborative working approach                          |
|                   | To ensure full access to the curriculum for all children   | <ul style="list-style-type: none"> <li>• CPD for staff</li> <li>• A curriculum with adaptations where necessary to meet the needs of all pupils</li> <li>• The use of small step progress personalised plans to assist in developing learning opportunities for children</li> </ul> | Ongoing  | Teachers<br>SENDCO<br>Ed Psych<br>Speech & Language<br>Advisory teachers | Advice taken and strategies evident                           |

Accessibility Plan

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>and also in assessing progress in different subjects</p> <ul style="list-style-type: none"><li>• A range of support staff including trained teaching assistants where necessary</li><li>• Multimedia activities to support most curriculum areas</li><li>• Use of interactive equipment and resources</li><li>• Specific equipment sourced from occupational therapy</li></ul> |  |  |  |
|--|--|---|--|--|--|

|                    | <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b>   | <b>Responsibilities</b>                                    | <b>Success Criteria</b>   |
|--------------------|---|---|--|--|---|
| <b>MEDIUM TERM</b> | To finely review attainment and progress of all SENDCO pupils                       | SENCO/Class Teacher meetings/Pupil Progress<br>Scrutiny of assessment data<br>Regular liaison with parents<br>Updated Provision and Outcome Plans (3 x annually)  | 3 x a year<br>(Progress meetings)<br>3 x a year<br>Provision and Outcome Plans | Class Teachers<br>SENDCO                                   | Progress made towards POP targets<br><br>POPs show clear steps                                      |
|                    | To monitor attainment and progress of More Able and Higher Ability Children         | More Able and High Ability groups/ activities<br>Monitor More Able and Higher Ability children in progress meetings and as groups on the data tracker<br>Subject leaders and class teachers to identify most able pupils and be able to articulate provision  | Ongoing<br>Annually  | SENDCO<br>Class Teachers<br>Headteacher<br>Subject leaders | More Able and Higher Ability children making proportionate progress                                 |
|                    | To promote the involvement of disabled students in classroom discussions/activities | Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Clicker training for all staff</li> <li>• Making adaptations to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</li> <li>• Providing writing slopes and wobble cushions</li> <li>• The list above is not exhaustive as many curriculum adaptations are implemented on a regular basis and may differ between year groups/age of child.</li> </ul> | Ongoing  | Whole School approach                                      | Ensuring that the needs of all disabled pupils, parents and staff are represented within the school |
| <b>LONG TERM</b>   | To evaluate and review the above short and long term targets annually               | See above   | Annually   | SLT<br>Curriculum Leader<br>LAB                            | All children making good progress   |
|                    | To deliver findings to the Local Advisory Board                                     | Allow discussion in LAB meetings<br>Issues raised to EPSC, FRAC and Exec Board when necessary   | Annually<br>Termly SEND LAB<br>SENDCO Meetings                                 | SENDCO<br>SLT /<br>SEND LAB Member                         | LAB fully informed about SEND provision and progress  |

**Aim 2:** To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

|                   | Targets  | Strategies  | Timescale  | Responsibilities   | Success Criteria   |
|-------------------|--|---|--|--|--|
| <b>SHORT TERM</b> | Improve physical environment of school environment   | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings  | Ongoing  | Headteacher<br>SENDCO<br>Premises team                     | Enabling needs to be met where possible  |
|                   | Ensure visually stimulating environment for all children   | Colourful, lively displays in classrooms and inviting role play areas whilst quieter, less stimulating spaces for ASC children  | Ongoing  | Teaching and non-teaching staff                            | Lively and inviting environment maintained   |
|                   | Ensuring all with a disability are able to be involved   | <ul style="list-style-type: none"> <li>• Create access plans for individual disabled children and link to EHCP provision</li> <li>• Undertake confidential survey of staff and LAB to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/careers' access needs and ensure they are met in all events</li> </ul> | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff                            | Enabling needs to be met where possible  |
|                   | To ensure that the medical needs of all pupils are met fully within the capability of the school | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed   | With immediate effect, to be constantly reviewed | Headteacher<br>SENDCO<br>Admin Team<br>Occupational Health |  |
|                   | Ensuring disabled parents have every opportunity to be involved                                  | <ul style="list-style-type: none"> <li>• Utilise disabled parking spaces to drop off and collect children</li> <li>• Offer a telephone call to explain letters to home for some parents who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>  | With immediate effect, to be constantly reviewed | Whole school team  | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

|                    | <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>  | <b>Success Criteria</b>   |
|--------------------|--|---|------------------|--|---|
| <b>MEDIUM TERM</b> | To improve community links   | School to continue to have strong links with the wider community and invite positive role models to inspire and motivate disabled pupils e.g.<br><br>-Assembly visitors<br>-Motivational speakers<br>-Parent visitors<br>-Poets/ authors<br>-Paralympians | Ongoing          | SLT<br>All staff   | Improved awareness of disabilities / the wide community and the world and their needs Improved community cohesion |
| <b>LONG TERM</b>   | Continue to develop playgrounds and facilities                         | Look for funding opportunities.<br>Consider adaptations for disabled pupils   | Ongoing          | Whole school approach  | Inclusive child-friendly play areas   |
|                    | To ensure driveway, roads, paths around school are as safe as possible | Communication with parents via safety messages / newsletters /walk to school week   | Ongoing          | SLT<br>Campus Co-Ordinator<br>Premises team<br>PSHE Co-ordinator | No accidents  |
|                    | To gain accreditation of Modeshift Stars                               | Begin work on Modeshift Stars   | Ongoing          | Whole school approach SENDCO<br>Campus Co-Ordinator              | Achievement of Award  |

**Aim 3:** To improve the delivery of information to disabled pupils and parents

|                    | <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b>                 | <b>Responsibilities</b>                                   | <b>Success Criteria</b>   |
|--------------------|--|---|----------------------------------|---|---|
| <b>SHORT TERM</b>  | To ensure all children have access to the curriculum   | Regular parental communication<br>Adaptive teaching with individualised strategies used for children with SEND and complex needs  | Ongoing                          | All staff to be aware                                     | All children able to access curriculum  |
|                    | To enable improved access to written information for pupils, parents and visitors  | <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Buff paper used for all printing</li> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments</li> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access</li> <li>• Auditing signage around the school to ensure that accessible to all is a valuable exercise</li> </ul>   | Ongoing                          | Headteacher<br>SENCO                                      | <p>All children able to access curriculum</p> <p>Are all parents communicating well with school staff?</p>  |
| <b>MEDIUM TERM</b> | To review children’s records ensuring school’s awareness of any disabilities   | <ul style="list-style-type: none"> <li>• Information collected about new children</li> <li>• Records passed up to each class teacher through transition meetings and folders</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• POP meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal Care plans</li> <li>• Significant health problems/ medical needs – children’ photos displayed inside cupboard in snack room / info kept on Arbor and in class profiles</li> </ul> | Annually                         | Class Teachers<br>Outside<br>Agencies SLT<br>Office Staff | Each teacher / staff member aware of disabilities of children in their classes                              |
| <b>LONG TERM</b>   | <p>In school record system to be reviewed and improved where necessary</p> <p>Records on Arbor/CPOMS – how do we hold and protect personal information</p> | <p>-Regular audits of systems and processes</p> <p>-Clear understanding of GDPR requirements</p>  | Continual review and improvement | Headteacher<br>Office staff                               | <p>Effective communication of information about disabilities throughout school.</p> <p>No data breaches</p> |

## 7.1 Personal Emergency Evacuation Plan template (PEEP)

| <b>Kingfisher CE Academy</b>  |                          |  |                          |
|---|--------------------------|--|--------------------------|
| Name  |                          |  |                          |
| Date  |                          | Review Date <sup>1</sup>                                   |                          |
| EVACUATION PROCEDURE  |                          |  |                          |
| _____ will be informed of a fire evacuation by: (✓ relevant box)                        |                          |  |                          |
| existing alarm system   | <input type="checkbox"/> | visual alarm system  | <input type="checkbox"/> |
| pager device  | <input type="checkbox"/> | Other (please specify)<br>additional 1:1 adult<br>guidance | <input type="checkbox"/> |
| METHODS OF ASSISTANCE (e.g., Transfer procedures, methods of guidance etc)              |                          |  |                          |
|   |                          |  |                          |
| EQUIPMENT PROVIDED (including means of communication)                                   |                          |  |                          |
|   |                          |  |                          |
| PERSONALISED EVACUATION PROCEDURE (step by step account beginning with the first alarm) |                          |  |                          |
| 1   |                          |  |                          |
| 2   |                          |  |                          |
| 3   |                          |  |                          |
| ACTION REQUIRED   |                          | ACTION TAKEN   |                          |
|   |                          |  |                          |
| MONITOR AND REVIEW  |                          |  |                          |
|   |                          |  |                          |
| Name / signature of assessor  |                          |  | Date                     |
| Signed by Individual  |                          |  | Date                     |

**Copies to be sent to: *Site manager, SBM fire wardens etc.***

<sup>1</sup> Generally, annually (or sooner if there is a change in circumstances such as for a temporary disability or a change in health)