

Kings Road CPS



Accessibility Plan

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When this policy was ratified by governors	To be ratified by Governors
To be reviewed	March 2024

Excellence, in every area without compromise

Accessibility Plan

1. Introduction

This plan identifies the ongoing actions of the Governing Body of Kings Road Primary School to increase access to education for disabled pupils in the following three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school;
- improving the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

The attached plan is fully supported and resourced by the Governing Body and will be reviewed and revised by the Governing Body every three years. It should be read alongside the school's publication of **Equality Information and Objectives Policy**.

2. Vision and Values

At Kings Road Primary School, we are committed to providing a fully accessible environment and curriculum that values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

3. Safeguarding

All members of the school will ensure that physical accessibility will also consider the safeguarding requirements of the whole school. Where there may be a compromise, this will be managed and balanced in terms of risk. All members of the school are equally considered in terms of safeguarding of children.

4. Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress every three years with reference to the outcomes identified. The review forms part of our school development planning process. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

5. Publication

Senior Member of Staff Responsible: Mr Darren Morgan (Headteacher)

Designated Member of Staff: Miss Karen Meenagh (SENCO)

Governor Responsible: Mr David Jarman

Accessibility Plan

Section A – Access to the Curriculum

Target	Action	Responsibility
Engage with the child directly and seek their views about how they access the curriculum	Speak to the child and ask their opinion on how they access the curriculum, if appropriate	Teachers SENCO
Include the family in any decision making regarding their child's access to the curriculum	Speak to the child's family and ask their opinion on how they access the curriculum	Teachers SENCO
Ensure that teaching and learning across the curriculum reflect equal and inclusive opportunities for all with physical impairment and relates to pupils' everyday experiences	Planning and teaching includes opportunities to ensure the physical diversity of society is represented	All
Ensure that lessons are planned and delivered to allow children with sensory impairment or disability full access to these	Sensory awareness for all staff when delivering lessons (i.e. VAK)	All
Pupils are respectful and have an understanding of physical diversity	Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs. Continuing theme during PHSE and assemblies. Assembly themes highlight key national awareness days and other key events. This is underpinned by our school Golden Aims.	All HT
Pupils learn alongside their peers with appropriate adaptations matched to their needs	Train staff on ways to improve pupil access to the curriculum through the involvement of Trafford services such as SENAS, the Hearing / Visual Impairment Team, Occupational Therapy Team or a Physiotherapist to adapt lessons / curriculum to meet all children's needs	All SENCO
Improve children's awareness of disability issues	PSHE curriculum and assemblies to be used to raise awareness of disability issues	All
Staff to develop skills to support children who have specific disabilities	Organise specific training for new and existing staff relating to disabilities experienced by specific children. (When appropriate to do so)	DM SENCO
Teachers develop their knowledge of different teaching and learning styles	Training (and independent learning) on teaching and learning styles	All

Higher attainment for pupils with SEN/ disabilities	Further develop a range of learning resources that are accessible for children with different disabilities	All
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Section B – Access to the Environment

Target	Action	Responsibility
Ensure classrooms are appropriately facilitated to allow the children with sensory or physical difficulties to access all learning	All staff to analyse own rooms and feedback to SENCO Consult with the child / their family to hear their views	SENCO
Ensure that intervention rooms are accessible	Ensure furniture doesn't block access	All
Ensure that all rooms in the school are accessible for all members	All of school to ensure that untidiness and furniture does not restrict access	All Site Manager
Improve the ease of movement in all classrooms for children with physical disabilities	Evaluate the amount of free space in all classrooms, ensure that space is used effectively	All
Ensure that there is full access to a disabled toilet, including appropriate equipment, to facilitate children's use of this	Evaluate the current provision and liaise with the appropriate and relevant bodies to loan / purchase any required equipment	SENCO Site Manager
Improve parking facilities for drivers with a disability	Ensure disabled spaces are saved for those that need them.	DM

Section C – Communication and Information Sharing

Target	Action	Responsibility
To keep information about children and families confidential (unless in extreme circumstances where someone's safety is compromised).	All staff follow a code of confidentiality at all times. We use a range of systems which insist upon encryption, password protection and verification to keep information secure.	All
School policies/practice reflect a commitment to accessibility for all	Careful consideration to DDA during the forming of policy and practice	All
Ensure reporting and feedback to parents caters for those with non-physical disabilities	Encouraging two-way communication, sensitivity (mental health issues), non threatening language, avoid jargon and encourage parents in to school to discuss matters if they prefer	All
Regularly communicate with parents	Effective use of Class Dojo and the website to inform parents	Office
Regular communication with pupils with a disability and their families	Two-way communication to avoid misconceptions and ensure that the child's voice is heard Use Trafford services, such as SENAS, the Hearing / Visual Impairment Team, Occupational Therapy Team or a Physiotherapist, to ensure that any information delivered is readily accessible to disabled pupils	SENCO All
Parents are kept well informed	Ensure all information is received by parents/carers in an appropriate format	DM
Ensure all members of the school community are able to access all communication sent out about school	School will be able to respond quickly to requests for information in alternative formats	Office
Allow those that do not speak English to access school communication	Sign post google translate for the website and offer interpreters and translators when possible Class dojo offers translation services for many languages	All