



# Accessibility Plan

Spring 2023    Review Spring 2025

## OUR FEDERATION VISION

Together we will flourish and thrive,  
building on our Christian and local community, for the good of all.

*Those who trust in the Lord will find new strength.  
They will soar high on wings like eagles. Isaiah 40v.31*



Our Federation Values are reflected within this policy as it is through our values of: *respect* for ourselves and others regardless of race, religion, gender, ability to create a more inclusive society: *Hope* that we will all be treated with respect and understanding.

# **The Kite Primary Federation Accessibility Plan**

**Please note that in this document ‘school’ means any school within the Kite Primary Federation**

## **Legislative Context**

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 two years and approved by the Governing Body. The School Improvement Plan addresses priorities identified and timings for actions are set.

## **Introduction**

The Kite Primary Federation is committed to ensuring that all pupils, irrespective of gender, ethnicity and special needs and/or disability, make the best possible progress during their time at the school. Teaching staff practice high quality first teaching and differentiation as a first response to ensure all individual pupils’ needs are met.

We have, or are able to put in place provision to support pupils with a range of different needs; Cognition and Learning needs, Social, Emotional and Mental Health Difficulties (SEMH), Communication and Interaction needs and Sensory and Physical needs.

The Kite Primary Federation consists of two small schools, both of which are one storey buildings, catering for the needs of pupils between the ages of 3 – 11 years. Class sizes are small and all lessons are tailored to the pupils' needs and work is planned and matched to the pupils' different abilities. Pupils are given the opportunity to access the curriculum at a level which is suitable for them. Care is taken to identify a child's preferred way of learning and work is planned accordingly.

## **Our Commitment**

At The Kite Primary Federation all pupils, irrespective of gender, ethnicity and special needs and/or disability have a genuine opportunity to experience all aspects of the school curriculum and are given the opportunity to fulfil their potential. We strive to ensure that all pupils have very positive relationships with the adults they work with, and thus feel they can talk to their class teacher or any other adult about any concerns or worries they may have. Every child's well-being is considered extremely important.

## **Our Aims**

- To ensure that all pupils, irrespective of any particular need, are supported to achieve their full potential in terms of their academic achievement and their social, moral, spiritual and personal development.
- To work closely with parents/carers, and maintain an open dialogue to ensure that parents are fully involved with all aspects relating to their child's education.
- To provide an inclusive environment in which all pupils feel valued and confident to participate.
- All outcomes from the School Improvement Plan address the identified needs of all pupils in the school.
- Every person will be encouraged to develop, make progress and will be afforded equality of opportunity.
- To provide appropriate support to allow all pupils, to access a wide and varied curriculum that meets the requirements of the new Primary National Curriculum and that offers appropriate levels of challenge.

- To target resources effectively to maximise the learning opportunities for all pupils.
- We will work in partnership with governors, parents and carers, local schools and all agencies that support pupils.

## **Our Priorities**

Within the Kite Primary Federation we have set the following 3 priorities regarding accessibility:

1. Increased access to the curriculum for all pupils with disabilities.
2. Improve and maintain access to the Physical Environment.
3. Improve the delivery of information to pupils with a disability.

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

- Risk assessment documents
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Medicine policy

## 1. Increased access to the curriculum for all pupils with disabilities.

| Priority   | Lead           | Strategy / Action   | Resources   | Timescale  | Success Criteria   |
|--|----------------|---|---|--|--|
| Effective communication and engagement with parents  | SLT/<br>Senco  | Termly meetings with parents/carers – Termly consultations<br>Pupil Profile / Annual Review meetings with Senco<br>Written report at the end of each academic year  | Time allocated  | In place and ongoing   | Parents/carers fully informed about progress & engage with their child's learning                    |
| Training for staff on increasing access to the curriculum for all pupils                               | SLT /<br>Senco | Training from SFSS, BpBp, EP, SALT, Family Senco<br>Access to courses, CPD<br>Online resources for CPD shared with staff (SEND Gateway, em-edsupport, The National College)<br>Ongoing guidance from specialists e.g. SFSS Sensory Support, physiotherapists, OT, Fountaindale Physical Disability Specialist Service, Healthy Family Team etc.<br>Epipen training  | Training time<br>TA time allocated  | In place and ongoing:<br>Training booked specifically to support meeting the needs of individuals or groups of children<br>Regular visits from outside professionals | Increased access to the curriculum<br>Needs of all learners met<br>Maintain records of staff trained |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils | Senco/<br>SLT  | Strategic deployment of support staff/intervention teacher<br>Use of ICT, eg: Clicker, Our Story, ArAw, Puppet Edu)<br>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL.<br>If applicable at the time - ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support) | Specific apps to support learning on ipads<br>Other resources as required for individual pupils | In place and ongoing   | Positive impact on pupil progress<br>Barriers to learning are removed by use of apps such as Clicker |
| Adaptations to the curriculum to meet the needs of individual learners                                 | Senco          | Nurture support, timetable adaptations, differentiated activities<br>Individual physiotherapy/OT interventions<br>Speech and language therapy interventions<br>Cognition & Learning based interventions<br>Specific training in word processing - touch type Programme<br>Use of access arrangements for assessment/National tests  | TA/ Teacher time allocated<br>Regular input from outside agencies                               | In place and ongoing<br>Regular visits from outside professionals<br>Training on specific interventions  | Needs of all learners met<br>enabling positive outcomes  |

|  |                                       |   |   |   |  |
|--|---------------------------------------|---|---|---|--|
| Improve educational experiences for visually impaired pupils   | Senco                                 | Consult SFSS Sensory team<br>Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs        | Cost of equipment   | In place when required - regular visits from SFSS | Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.     |
| Improve educational experiences for hearing impaired pupils  | Senco                                 | Daily maintenance and use of radio aids when required<br>Consider hearing loop/soundfield systems if recommended<br>Consult SFSS Sensory team | Installation of equipment   | In place when required - regular visits from SFSS | Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced. |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SLT/<br>Senco/<br>Staff leading clubs | Risk assessments will be undertaken where appropriate<br>Providers will comply with all legal requirements                                    | Any specialist equipment needed to allow a child to access a club | Ongoing   | Increased access to the extra-curricular activities for all pupils with SEND.                      |

## 2. Improve and maintain access to the Physical Environment

| Priority  | Lead                  | Strategy / Action  | Resources                    | Time                             | Success Criteria   |
|---|-----------------------|--|------------------------------|----------------------------------|--|
| Provision of wheelchair accessible toilets                        | Office Manager/<br>HT | Maintain wheelchair accessible toilets with clinical waste bins  | Maintenance costs            | In place and ongoing             | School will be fully accessible for wheelchair users   |
| Access into and around school and reception to be fully compliant | Office Manager/<br>HT | Designated disabled parking – repaint lines<br>Wide doors and corridors<br>Clear route through school  | Maintenance costs            | In place and ongoing             | School will be fully accessible for wheelchair users   |
| Improvements to help the visually impaired                        | Office Manager/<br>HT | Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint<br>Trip hazards identified and addressed, with support from the Sensory Team where applicable | Cost of materials and labour | In place and ongoing maintenance | Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. |

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|---|--------------------|--|--|----------------------|--|
| Improvements to help the hearing impaired               | Office Manager/ HT | Install hearing loop/soundfield when necessary<br>Alarm linked to fire alarms    | Cost of equipment/ installation                | Future plan          | Learning experiences of pupils with hearing difficulties enhanced.   |
| Improve signage to indicate access routes around school | Office Manager/ HT | Signs indicate disabled parking bay and wheelchair friendly routes around school | Cost of signs                                  | In place             | Disabled people aware of wheelchair access                           |
| Maintain safe access around exterior of school          | Caretaker          | Ensure that pathways are kept clear of vegetation                                | Cost included in ground's maintenance contract | In place and ongoing | People with disabilities can move unhindered along exterior pathways |
| Maintain safe access around the interior of the school  | Office Manager/ HT | Awareness of flooring, furniture and layout in planning for disabled pupils      | Cost of any adjustments that need to be made   | In place and ongoing | People with disabilities can move safely around the school           |

### 3. Improve the delivery of information to pupils with a disability.

| Priority  | Lead                  | Strategy / Action   | Resources   | Time               | Success Criteria   |
|---|-----------------------|---|---|--------------------|--|
| Availability of written material in alternative formats           | Office/ SLT/ Senco    | Termly newsletter emailed to parent/carers<br>Improve availability of information for parents – display appropriate leaflets for parents to collect<br>Key content published on school website<br>Celebration of children's activities in school on Class Dojo in the form of text, photos and/or videos<br>General information delivered through email/texts e.g. school trips, specific events, reminders.<br>Provided translated documents where appropriate | Contact details and cost of translation / adaptation            | In place & ongoing | All parent/carers will be up to date and well informed of school information |
| Ensure documents are accessible for pupils with visual impairment | Class teachers/ Senco | Seek and act on advice from SFSS Sensory Team on individual pupil requirements<br>Use of magnifier where appropriate<br>Ensure large, clear font used in documentation  | Loan/purchase costs of magnifier or other specialist equipment. | In place & ongoing | Pupils able to access all school documentation                               |