



Kingsway Infant School

Accessibility Plan 2020 - 2023

Under the Equality Act 2010 the school are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing 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, belief, or sexual orientation. According to the Equality Act a person has a disability if:

- he or she has a mental or physical impairment
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The purpose of this plan is to set out the school's policy on accessibility and the proposals of the Governing Body of the school to increase access to education for pupils with disabilities and/or additional needs. This document lists any actions taken to date and concludes by setting out an action plan of any further initiatives to address accessibility issues within a specified timeframe.

In addition to the legal requirements for an Accessibility Plan, Appendix A details the law governing the school's duties to be accessible to both pupils and the wider community.

This document should be read in conjunction with the schools SEND Information Report which specifically addresses provision for children with Special Educational Needs (SEND).

The General Duty (Equality Act 2010)

This duty requires schools when carrying out their functions to have due regard to:

- eliminate discrimination that is unlawful under the Equality Act (2010)
- eliminate harassment of pupils that is related to their disability
- promote equality of opportunity between those with additional needs and/or disabilities and others
- promote positive attitudes towards those with additional needs and/or disabilities
- encourage participation in public life
- take steps to take account of people's disabilities and treat everyone equally.

The General Duty applies across schools' duties, and applies to those pupils, staff, parents and carers along with other users of the school with additional needs and/or disabilities.



The Specific Duty

In addition to the General Duty there is a Specific Duty for schools to demonstrate how they are meeting the General Duty. In effect, the General Duty sets out what schools do, with the Specific Duty setting out how schools must do it and what they need to record as evidence of what they have done.

Reasonable Adjustment Duty

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that pupils with SEND can fully participate in the education that is provided by the setting, and that they can enjoy other benefits, facilities and services provided for all pupils. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Reasonable adjustments meet the statutory duty when they act to prevent pupils with SEND being placed at a substantial disadvantage.

Duties Placed on Schools

The Equality Act 2010 requires schools to publish an Accessibility Plan that outlines how they will improve access to education for pupils with disabilities and/or additional needs. The Local Authority will wherever possible, support schools and other educational settings to establish good practice through provision of advice, information, training and specialist support to help ensure all pupils can access curriculum. Additional information on this can be found on the Hertfordshire Local Authority SEND offer.

This plan should be read in conjunction with the school's Inclusion and Special Educational Needs and Disability Policy and SEND Information Report, which specifically addresses provision for pupils with Special Educational Needs (SEND).

Equality Objectives

- To actively promote all pupils' spiritual, moral, social and cultural development
- To publish and promote the Equality Objectives through the school website, newsletter and staff meetings
- To support SEND and vulnerable group pupils in the periods of transition within their school life
- To monitor and analyse pupil achievement by all groups (Boys, Girls, PP, FSM, SEND, BME, EAL) and act on any trends or patterns in the data that require additional support
- To continually consider how well the teaching ensures equality of opportunities for all pupils in access to core curriculum subjects regardless of starting points
- To identify individual needs as early as possible and support all pupils to achieve their full potential



- To provide opportunities and support to narrow gaps in learning for all pupils
- To celebrate ALL achievement academic or otherwise

Vision and Values

Kingsway Infant School aims to promote an enabling environment and celebrate successes and achievements for all. We promote the five outcomes and follow the ethos of “Every Child Matters” (published by DfES 2004). We believe that all children have an entitlement to access school and the curriculum regardless of their ability. We continually strive to ensure all individuals aim high and reach their full potential.

- To increase the extent to which pupils with disabilities and/or additional needs can participate in the curriculum and extra-curricular activities
- To ensure that staff, Governors, parents and carers are aware of the ways in which we have already and are currently making the school more accessible for all pupils, whatever their circumstances, to participate fully in the school curriculum and activities through Quality First Teaching (QFT)
- To identify ways of communicating with staff, Governors, parents, carers and pupils in relation to accessibility
- To set out the duties in respect of accessibilities that the school is bound by and which forms the framework for this plan
- To produce an action plan to further improve the school’s accessibility and learning environment

Documentation Used to Develop the Plan

- School Improvement Plan
- School Prospectus
- SEND Information Report
- Admissions, Attendance and Absence and Health and Safety Policies
- All Curriculum Policies
- Collective Worship Policy
- Department for Children, Schools and Families (DCSF) documentation

How the plan was developed

The plan builds on the school Accessibility Plan and Audits from 2016 and reviews and updates that plan.

The plan has been designed by considering the nature and layout of the school. Parents/carers of children are asked to provide any information about their child’s individual health, social or educational needs so that the school can plan to meet their needs effectively prior to entry to the school setting. The Inclusion Co-ordinator works collaboratively with feeder nurseries and pre-school settings to ensure transition plans are in place and implemented by receiving staff to meet the individual’s needs on arrival to the setting. Consideration is also given to any other significant family members who need access to the school.



Termly monitoring for all pupils takes place through Pupil Progress Meetings (PPM) and on-going assessments between Class Teachers, Teaching Assistants and the Senior Leadership Team (SLT). Following these meetings provision can be adjusted to meet individual's needs. The above strategies assist and inform this plan.

Accessibility

- Currently meets the requirements of the SEND Code of Practice 2014
- School layout (including doorways and pathways) are appropriate for wheelchair users
- Disabled toilet in place
- Fire signs meet current legislative standards
- All areas have adequate lighting
- Medicines in school: see Medication Policy
- Use of Clevertouch screens in all classrooms - improving visibility
- All classrooms are fitted with sound loops
- Desktop Computers, iPads, Laptops and Chromebooks are used to support teaching and learning

Action Plan 2020-2023

Aim

To increase the extent to which pupils with disabilities and/or additional needs can participate in the curriculum and extra-curricular activities

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To ensure that the EYFS transition toolkit is used effectively to support transition into school and next Key Stages.	Identify any pupils who may require additional support and/or adjustments. Transition booklets/ pupil profiles shared with receiving schools.	Spring – Autumn Term 2020	Headteacher, Deputy/Inco & Early Years Team. SLT, YR2 teachers & Junior Schools	Procedures /resources and relevant staff are in place for September. Pupils will have interventions/early support programmes to address and make reasonable adjustments.
To ensure full access to the curriculum for all.	SLT monitor QFT and delivery of curriculum. Audit staff knowledge of SEND &	Half Termly monitoring through PPM and lesson observations/ learning walks	Headteacher, Deputy/Inco, SLT & teaching staff	Use of graduated response will impact on progress. Adaptations/ interventions to be made and implemented through

	<p>policies.</p> <p>On-going SEND staff training and policy updates.</p>			<p>regular progress reviews.</p> <p>CPD for staff.</p>
Updated staff training on administering of medication.	Liaison with school health and policy updates.	Termly update liaison with school health and initial planning meeting held Autumn Term	Headteacher, Deputy/Inco, SLT & all staff	<p>Pupil's medical needs will be met, and Medication Policy regularly reviewed/ updated.</p> <p>Staff training will be current and relevant to meet pupil needs/ requirements.</p>

Aim

To ensure that staff, Governors, parents and carers are aware of the ways in which we already have and are currently making the school more accessible for all pupils, whatever their circumstances, to participate fully in the school curriculum and activities through curriculum delivery and Quality First Teaching.

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
For staff, pupils, Governors, parents and carers to be confident that the school can meet the needs of individuals and families.	<p>Ensure all relevant information is updated on the new website and parents/ carers information pages.</p> <p>Website Audit & Governor visits.</p> <p>Community Links with DSPL9 & other agencies.</p>	September 2020-2023	Headteacher, Deputy/Inco, SLT, ICT Co-ordinator & admin staff	<p>Children's needs are met and QFT supports learning within the classroom environment.</p> <p>All stakeholders are fully informed of schools SEND offer and LA provision.</p>

Aim

To produce an action plan to further improve the school's accessibility and learning environment.

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To continue to develop use of safe spaces in and around school and within classrooms.	<p>To complete classroom climate audits.</p> <p>Create safe spaces within classroom – use Herts Steps/ Attachment Awareness training and implement strategies.</p>	<p>Summer – Autumn 2020</p> <p>On-going</p>	<p>Headteacher, Deputy, Assistant Heads, SLT & Governors</p> <p>All Staff</p>	Pupils/staff will have access to safe spaces in classes and other available spaces within school both indoors and outdoors.
Improved access to the curriculum and environment for all learners.	<p>Teachers use a range of multi-sensory approaches to learning and ensure tasks are differentiated.</p> <p>Use of assistive technology.</p> <p>Monitoring</p>	<p>Autumn 2020</p> <p>On-going</p>	<p>Headteacher, Deputy, Assistant Heads & SLT</p> <p>All Staff</p>	<p>Pupils' needs are met, and QFT/technology supports learning within the classroom environment.</p> <p>Needs of pupils with Physiological Neurological Impairment/ Autistic Spectrum Disorder (PNI/ASD) are supported with appropriate resources.</p>



Appendix A

Law

The definition of a disability. The Disability Discrimination Act 1995 (DDA) defines a person as having a disability if she or he has physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Long Term - It has lasted or is likely to last, for at least a year or for the rest of the life of the person affected.

The DDA provides the following list in which a person is also considered disabled under the act.

- Cancer
- Multiple Sclerosis
- HIV/AIDS
- Diabetes
- A Stammer
- Dyslexia
- Had Heart Surgery
- Kidney Dialysis
- Mental Health Service User
- Severe Disfigurement
- Learning Disabilities or Difficulties

Protection is not only extended to disabled people themselves, but also those who are perceived to be disabled.

The definition 'Disability' comes from the DDA and the definition 'SEND' comes from the Education Act. However, there is a significant difference/overlap between the two groups. Many children with SEND will also be defined as having a disability. However, not all identified as disabled will have SEND, for example, those with Asthma or Diabetes. For the purpose of this plan it is not necessary to distinguish between them. The SEND Information Report and Inclusion and Special Educational Needs and Disability Policy specifically addresses the SEND Needs, and these should be read in conjunction with this plan.

Requirement for Accessibility Plan

The SEN and Disability Act 2001 extended the Disability and Discrimination Act 1995 to cover the provision of education.



Since 2002 three sets of duties have combined to provide statutory framework that underpins quality of opportunity for pupils with disabilities and/or additional needs in accessing education.

- The disability discrimination duties in part 4 of the DDA (the need to take reasonable steps to avoid placing pupils with disabilities and/or additional needs, at substantial disadvantage)
- The planning duties in part 4 of the DDA (requiring the school to develop accessibility strategies and plan respectively to improve access to the school education for pupils with disabilities and/or additional needs)
- The Special Educational Needs duties, in the Education Act 1996 (requiring the school to make appropriate provision for children and young people with SEN)

The above sets of duties are designed to ensure access to education and the inclusion of pupils with disabilities and/or additional needs, in every aspect of life. They focus on the removal of barriers to the progress of pupils. Each set of duties (DDA, planning and SEND) contribute and are important elements of access and inclusion for pupils with any disability and/or additional needs by ensuring the school are providing:

- auxiliary aids and services through SEND frameworks and Code of Practice
- physical improvements to increase access to education through planning duties
- duties to make reasonable adjustments through DDA

However, in practice, schools and Local Authorities do not isolate the duties from each other. They work with all the duties together to support pupils with disabilities and/or additional needs. It is not necessary for the purposes of this plan to consider which duty is engaged in taking any action to improve accessibility in the school.