

Accessibility plan

North Kidlington Primary School



Approved by:	Full Governing Board	Date: 28 th June 2022
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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.

North Kidlington Primary School has an equitable approach to education and will take all reasonable actions to ensure all children receive a broad and balanced curriculum.

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 and will consult with the county council if challenges arise.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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	OBJECTIVES (short, medium and long-term 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 pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils - SENCO plays an active role in ensuring equitable access to the curriculum (including assessments) for those children who need it. - Liaising with external agencies for support	Ensure new KS2 music curriculum accommodates children with additional needs Ensure access arrangements are considered for Year 4 multiplication check	Differentiation planned for children with motor skills/vision challenges HT, SENCO and LKS2 teachers to read statutory guidance and allocate children who will need access arrangements	Emilie Fidler Heather Mace Music/MFL/RE/RSHE Leadership Cluster Group HT/SENCo/Jan Hull	September 2022 May 2022	All children able to learn the recorder All children able to undertake the multiplication check

AIM	CURRENT GOOD PRACTICE	OBJECTIVES (short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils, parents and staff as required. This includes: • Ramps • Disabled parking bay • Disabled toilets and changing facilities (though hoist currently out of action as not needed)	Prepare for new starter in reception with Downs Syndrome. Ensure hoist can be serviced and put into action within a reasonable time Ensure common disabilities are considered in the planning for the wild garden and library.	Further meetings with parents and nursery to assess whether adaptations to physical environment are needed Check mechanisms and logistics around servicing HT/SENCo to work with project leads to consider any adaptations that can be made to improve accessibility.	SENCo & Reception Lead Caretaker/Business manager HT/SENCo	September 2022 December 2022 In line with project completion	Child to receive a broad and balanced curriculum in line with the other children. Hoist will be able to used within a reasonable time. Both the wild garden and library are accessible (to a reasonable level given the nature of the area) to all people.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES (short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure the delivery of information to pupils with a disability is meeting their needs	Our school has the ability to use a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Printing on different coloured paper • Now and next boards • Google translate • AAC (Augmentative and alternative communication) device	Currently meeting need, but will review should a new pupil join the school or new best practice information come to light.				
Provide reasonable access to all published school documentation	All documentation required to be published is put on the school website (therefore online reading software can be used) and copies can also be obtained from the School office. People can request large print, different languages and audio and the school will do what it can to produce and provide this.	Ensure the school has the capability to convert text to speech	Sample free audio software to ensure audio options work (e.g. https://wideo.co/text-to-speech/)	EF/Office Staff	When audio requested	Person able to access the document successfully

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Full Governing Board.

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