



Accessibility Plan Policy

Committee ownership for this policy: F&R, C&A, E&C, FGB	F&R
Must be approved by FGB: Y / N	Y
Required by: 1 / 2 <ul style="list-style-type: none"> Where 1 is indicated, the requirement is statutory Where 2 is indicated, the requirement is recommended 	1
Frequency of review: annually, bi-annually, every 3 years	Every 3 years
Date last reviewed:	January 2025
Date of next review:	January 2028
Display on website: Y / N	Y
Purpose:	The purpose of this plan is to show how Kew Riverside Primary School plans to increase the accessibility of our school for pupils.
Consultation:	Staff and Governors
Links with other policies:	<ul style="list-style-type: none"> ➤ Health and safety policy ➤ Equality information and objectives (public sector equality duty) statement for publication ➤ Special educational needs (SEN) information report ➤ SEND policy ➤ Supporting pupils with medical conditions policy

Signed by: Ardeep Viridi
 Head Teacher _____
 Date: _____

Signed by: Michelle Green
 Chair of Governors _____
 Date: _____

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors and pupils.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This document will be reviewed every three years, but maybe reviewed and updated more frequently if necessary.

3. Action Plan and Success Criteria

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources (including staff) tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>State short, medium and long-term objectives</p> <p>To continue to train staff to enable them to meet the needs of children with a range of SEND.</p> <p>To ensure that all children are able to access all out-of school activities. eg. Clubs, trips, residential visits etc.</p> <p>To provide specialist equipment to promote participation in learning by all pupils.</p> <p>To meet the needs of individuals during statutory end of KS2 tests.</p>	<p>SENCo to review the needs of children and provide training for staff as needed.</p> <p>Review of out-of-school provision to ensure compliance with legislation.</p> <p>Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.</p> <p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</p>	<p>SLT</p> <p>Headteacher</p> <p>SENDCo</p> <p>SLT/Year 6 Team</p> <p>All staff</p> <p>Headteacher</p>	<p>Ongoing</p>	<p>Pupils with disabilities make good or excellent progress.</p> <p>All children are enabled to access the curriculum.</p> <p>All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met</p> <p>Children will develop independent learning skills.</p> <p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p>

	<p>Targets for children on the SEND register are shared with parents on a termly basis.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To support all children in maximising the use of learning time.</p>	<p>Class trackers, data analysis and termly pupil progress meeting enable all pupils to be carefully tracked.</p> <p>Termly meetings with SENDCo to ensure SEND progress is carefully monitored, appropriate targets are set and provision adapted accordingly. These meetings (where applicable) include LSPs as well as the class teacher.</p> <p>SEND targets are shared with the parents on a termly basis.</p> <p>SEND EHCP pupil attendance is tracked and reported to C&A committee.</p>	<p>SENDCo/ Classteachers</p> <p>SENDCo/ Classteachers</p>		
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>School is on one level and step free</p> <p>Corridor width</p> <p>Parking spaces available on site if required</p> <p>Disabled toilets and changing facilities</p>	<p>To work with PFI to ensure that, where possible, the school buildings and grounds are accessible for all children and adults.</p>	<p>Audit of accessibility of school buildings and grounds by PFI, site manager and Governors. Suggest actions and implement as budget allows.</p>	<p>Headteacher</p> <p>School Business Manager</p> <p>PFI Staff</p>	<p>Ongoing</p>	<p>Modifications will be made to the school site to improve access as appropriate.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Large print resources if necessary</p> <p>Hearing devices for children with hearing difficulties or sensitivity</p> <p>Pictorial or symbolic representations</p>	<p>To ensure that our information is accessible for pupils with a disability.</p> <p>To ensure that all parents and other members of the school community can access information.</p> <p>To ensure that parents who are unable to attend school due to accessibility issues have fair and equitable access.</p>	<p>Key documents to be modified as "Easy Read"</p> <p>Written information will be provided in alternative formats as necessary and through various media.</p> <p>Staff to hold parents' evenings virtually or by phone if required or send home written information.</p>	<p>SLT</p> <p>Admin staff</p> <p>Class teachers</p>	<p>Ongoing</p> <p>As needed</p> <p>Termly</p>	<p>All children can access signage and information.</p> <p>All parents can access key information about the school.</p> <p>Parents are informed of children's progress.</p>