



**Khalsa**  
VA Primary School

## **Accessibility Plan**

Committee with oversight for this policy – Resources	
Policy to be approved by the Headteacher	
Policy last reviewed and ratified by the Headteacher	September 2021
Policy / Document due for review	September 2025

# **Khalsa Primary School**

## **Accessibility Plan**

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA) and the governors of Khalsa Primary recognise that we have a general duty under the Equality Act 2010 to:

- Not treat disabled pupils less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- Plan to make reasonable adjustments to the school buildings, recognising that Grade 1 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated service
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Teaching & Learning Committee of the governing body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

At Khalsa Primary we are committed to an inclusive curriculum and increasing access to the school's facilities for everyone. We aim to do this by:

- Increasing the extent to which disabled pupils can access the school's curriculum
- Improving the physical environment of the school
- Improving the delivery of information to disabled pupils.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

## Audit of existing provision

### 1. CURRICULUM

- We obtain information on pupils prior to admission to facilitate advanced planning
- The curriculum is differentiated by task and outcome
- We liaise with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information is given to all staff
- We deploy support staff to cover a range of pupils' learning needs
- Special arrangements are made for SATs (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (e.g. pen grips, scissors, rulers)
- Parents are invited to support pupils on a voluntary basis
- Staff are trained to provide specialist support.

### 2. PHYSICAL

- Wheel chair access with support
- Wheel chair access to school corridors, hall and all classrooms
- Lift to facilitate access to first and second floors
- Audible fire alarm
- Group rooms for 1:1 and small group work

#### External

- Wheel chair access with support.
- Wheelchair access to playground

## Our plan

<b>Aim</b>	<b>Resources</b>	<b>Activity</b>	<b>Recipients</b>	<b>Deadline</b>	<b>Outcome</b>	<b>Monitored &amp; evaluated by</b>
<p><b>Curriculum accessibility</b></p> <ul style="list-style-type: none"> <li>To increase the staff expertise on how to enable disabled pupils to fully participate in the school's curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum budget</li> </ul>	<ul style="list-style-type: none"> <li>Specific training in Speech &amp; Communication</li> <li>Specific training in supporting pupils with visual impairment</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>More staff confident to support individual pupil's needs</li> </ul>	<p>SLT</p> <p>Reporting to GB</p>
<p><b>Physical Accessibility</b></p> <ul style="list-style-type: none"> <li>Progressive planned improvements to the physical environment of the school to improve accessibility</li> </ul>	<ul style="list-style-type: none"> <li>Premises budget</li> </ul>	<ul style="list-style-type: none"> <li>Colour contrast for door architraves and handles</li> <li>Evac Chair &amp; regular updated training for staff</li> <li>Provide height adjustable furniture for specific children</li> </ul>	<ul style="list-style-type: none"> <li>People with physical disabilities</li> <li>All users of building</li> <li>People with physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing to meet needs</li> <li>As and when required</li> </ul>	<ul style="list-style-type: none"> <li>Staff can safely navigate the building</li> <li>Improved accessibility for specific children</li> <li>Improved accessibility for deaf pupils, parents</li> <li>Improved accessibility for all children</li> </ul>	<p>SLT</p> <p>Reporting to GB</p>
<p><b>Provision of information</b></p> <ul style="list-style-type: none"> <li>To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled</li> </ul>	<ul style="list-style-type: none"> <li>Advice from physical sensory services</li> </ul>	<ul style="list-style-type: none"> <li>Improved provision of information</li> <li>Information about the school to be made available in large print</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and parents with a disability</li> <li>Parents with a disability</li> </ul>	<ul style="list-style-type: none"> <li>As and when requested</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and parents able to access information in different formats</li> <li>Register of use of service and satisfaction survey</li> </ul>	<p>SLT</p> <p>Reporting to GB</p>
<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>All out-of-school activities are planned to ensure the participation of the whole range of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Review out-of-school provision to ensure compliance with legislation</li> </ul>	<ul style="list-style-type: none"> <li>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with a disability</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are able to access out of school activities</li> </ul>	<p>SLT</p> <p>Reporting to GB</p>

## **CONSULTATION ON THE PLAN**

- Issue draft plan for all staff to feedback.
- Discussion with School Councilors.
- Discuss with governors on Teaching & Learning and Resources committees.

## **PUBLICISE THE PLAN**

- Ensure the full plan is available on request in a variety of formats (large print and electronic).

## **IMPLEMENTATION**

- Implement the plan by allocating adequate resources in the School Improvement Plan.

## **EVALUATE THE PLAN**

Consider:

- Are disabled pupils and their parents satisfied the provision made for them?
- Is there evidence of increasing involvement of disabled pupils in the full life of the school?
- Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
- Is there an improvement in pupils' achievement in the main curriculum areas?
- Are their improvements to the physical environment of the school?
- Is information for pupils available in a range of formats?

## **ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN**

Our aim is that the accessibility plan becomes less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services.