



Accessibility Plan

Knowle CE Primary Academy

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Approved by: Resources & Planning Committee

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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 academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Knowle CE Primary Academy we aim to treat all members of the school community equally, regardless of age, sex, sexual orientation, gender reassignment, race, disability, marital status, pregnancy and maternity or religious belief.

We are committed to providing a broad, balanced and flexible curriculum which meets the needs of all children, and embraces the three principles essential to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of children

The plan will be made available on the academy website, and paper copies are available upon request at the main office.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

Our academy'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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors and a range of specialists from the Local Authority E.g. Visual Impairment Team.

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.

This policy complies with our funding agreement and articles of association.

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 | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|---|--|---|---|---|
| Increase access to the curriculum for pupils with a disability | <p>At Knowle CE Primary Academy we ensure that</p> <ul style="list-style-type: none"> • There is a differentiated and individualised curriculum to enable all children to access teaching and learning. • The curriculum is regularly reviewed to ensure it meets the needs of all children • Pupil progress in the curriculum is tracked for all children, including those with a disability. This is an area that we are developing in line with our revised curriculum • Targets are set effectively and are appropriate for children with additional needs through their IEP, NBP or EHC plans • Our practice is reflective and any recommendations given from external agencies is followed • We use a range of resources tailored to the needs of children who require support to access the curriculum. For example, writing slopes, stabilo pens, pencil grips, loop scissors, magni link, weighted blankets software is downloaded onto Ipads and laptops etc. • A range of training opportunities for staff are planned in order to meet the needs of all children, including support from external agencies, such as SISS, CEPS team and the Inclusion Team • All children are given the opportunity to | <p>All staff to have the knowledge, skills and understanding they need to support new and existing children in school ~ CPD opportunities</p> | <p>Training to be sourced to enable all teachers / TA's to teach and support children with a range of disabilities.</p> <p>SEND meetings to be held at the beginning of each academic year with class teachers re. new classes</p> | Jenny Godsall / Emma Clarke | September 2021 and ongoing as and when required | All staff will be able to confidently support all children in school regardless of their disability and maximum access achieved. |
| | | <p>Continue flexible timetabling to enable identified children to learn in a variety of settings</p> | <p>As and where required specific teaching staff to be non-class based to enable particular cohorts of children to be taught in smaller groups with a highly experienced and skilled teacher</p> | Jenny Godsall / Matthew Stonehill / Emma Clarke | September 2021 and as and when required | Children will have access to a highly personalised and individualised curriculum to ensure they make good progress from their starting point. |
| | | <p>Staff to be aware of any children who may require extra time / specialist equipment to be able to complete tasks.</p> | <p>SEND meetings to be held at the beginning of each academic year with class teachers re new classes</p> <p>Ongoing dialogue and external professional reports to be read and recommendations followed</p> | Emma Clarke / Matthew Stonehill | Termly before internal assessments and deadline for KS2 SAT's | Children who need extra time or specialist equipment to complete tasks will have access to this. |

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| | participate in after school clubs and Educational Visits. | ICT software is used to support teaching and learning | Updates for software to be checked regularly. | Michelle Cadden / ICT Technician | Ongoing throughout the year | All ICT software is up to date and used to support teaching and learning. |
| | | Policy for Educational Visits and Learning Outside the Classroom (including visits and visitors to school) to be updated | Educational Visit Coordinator training to be attended New Policy to be written and shared with Staff and Governors All staff to use the new templates when organising school trips / visitors in school | Jenny Godsall / Emma McGahey All Staff | January 2022 | The Policy will be written, shared with staff and governors and being used |
| | | Curriculum resources include examples of people with disabilities | Monitor the short term planning. Book Scrutiny | Subject Leaders / SLT | July 2022 | Curriculum plans will be updated and include examples of people with disabilities where appropriate. |

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| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of the children as required.</p> <p>All areas of the school building are accessible to all and well lit.</p> <p>Ramps for wheelchairs are in place at the Main Entrance, the Foundation Stage, Key Stage 1 and Key Stage 2 entrances.</p> <p>Two lifts are available in school</p> <p>School has 3 disabled toilets, one with changing facilities</p> <p>There is a shower in the Reception toilets</p> <p>Pathways and access to school are safe and well signed</p> <p>A disabled car parking spaces are available in the staff car park</p> <p>All children with a Hearing/Visual Impairment have Management Plans set out by the SISS Advisory Teachers.</p> <p>Suitable height tables and also adjustable tables are available in school. These can be moved as and when needed.</p> <p>Low level toilets and sinks are in EYFS / KS1 toilets.</p> <p>Environment audits are completed annually, as the children move into new classrooms /</p> | <p>To plan an alarm procedure that will warn anyone with hearing impairments to leave the building.</p> | <p>To have a Personal Emergency Evacuation Plan (PEEP) in place, tailored to meet the needs of the individual with a hearing impairment</p> | <p>Emma Clarke / SISS HI advisory teacher / Class teachers (where applicable)</p> | <p>March 2022</p> | <p>A PEEP will be in place for children with a hearing impairment</p> |
| | | <p>Classroom / work area environments meet the needs of all children in the year group.</p> | <p>Contact SISS external professionals to come in and complete the environmental audits in the Summer Term</p> | <p>Emma Clarke</p> | <p>July 2022</p> | <p>Both classroom and work area will meet the need of all children in the cohort</p> |
| | | <p>Maintain safety for visually impaired children.</p> | <p>Audit to be completed by Habilitation Officer / SISS VI Team of the playground.</p> | <p>Guide Dogs for the Blind</p> | <p>January 2022</p> | <p>Visually impaired children feel safe in the school grounds.</p> |
| | | | <p>Improved contrast in some areas of the Key Stage 2 playground with yellow paint (See Fig's.1 – 4)</p> | <p>Mike Smart</p> | <p>March 2022</p> | <p>Visually impaired children will be able to identify any lips and obstacles on the Key Stage 2 playground.</p> |

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| | <p>environments.</p> <p>Library shelves are at wheelchair-accessible height</p> <p>Stairs in school have handrails</p> <p>Yellow markings are in place at edge of steps / playground etc. to support anyone with a visual impairment</p> <p>Emergency and evacuation systems are DDA compliant throughout school.</p> | | Staff and 'playground buddies' to wear high vis jackets / caps | Emma Clarke | January 2022 | Visually impaired children will be able to find them more easily. |
| | | | | | | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible to all children / parents and carers. This includes:</p> <ul style="list-style-type: none"> • ICT is used effectively to support learning for all. E.g. Blizz (visually impaired) • Hearing Impaired awareness training happens annually for the staff who require it. • Majority of letters / communication is through SZapp ~ this can be enlarged should it be required or enlarged paper copies provided. | Information to be presented in a user friendly way for all | Continue to ensure that both in lessons and parents meetings, information is presented in a user friendly way e.g. by reading aloud, PowerPoint presentations etc. | All staff | Ongoing and as and when required | Information will be accessible to all children, parents and carers |

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| | <ul style="list-style-type: none"> • Suitable enlarged, clear print resources are provided for children with a visual impairment. Specialist exercise books are also used with thicker / darker lines and spacing, as well as coloured pages and overlays where required. • Information is presented in user friendly ways e.g. reading aloud, PowerPoint presentations • Pictorial or symbolic representations for children with communication needs • Makaton training for staff in particular areas of the school • Internal signage | Staff in particular areas of the school be trained in Makaton | Makaton Level 1 and 2 course to be booked and completed for staff who require the training | Jenny Godsall / Emma Clarke | April 2022 | Staff will have an understanding of Makaton and will use it to support children / parents in school |

4. Monitoring arrangements

This plan will be reviewed every year to check that actions are taking place and that the needs of disabled children including any new children are being fully addressed in accordance with Solihull's Local Offer for SEND.

The disability register will be updated as and when necessary.

This plan was ratified by the Governors at the Resources and Planning Meeting on 10th March 2022

5. Links with other policies

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

- Educational Visits and Learning Outside the Classroom (including visits and visitors to school)
- Health and Safety Policy

- Special Educational Needs (SEND) information report
- Special Educational Needs Policy
- Medicines and Medical Conditions Policy

