



Accessibility Policy

"I have come in order that you might have life – life in all its fullness."

John 10:10

Christ taught us that his purpose was to give life in all its fullness. Through our Christ like attitude we seek to do the same.

This is at the heart of all we do.

Written by	Headteacher SENDCo
Policy reference material, guidance or link policies	Equality information and objectives – public sector equality duty – statement for publication)
Reviewed by	Chair of Governors & Headteacher
Ratified by	Chair of Governors & Headteacher
Ratification date	November 2024
Review cycle	Annual / Biennial / Tri-annual
Next review date	November 2027

1.The purpose of the policy

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality 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 or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The monitoring and review process will be delegated to the Resources committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The current Plan is appended to this document – Appendix A.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise any further school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2.The Accessibility Plan

The Accessibility Plan contains relevant actions. To improve access to the physical environment of the school. This includes making reasonable adjustments to aid access to education.

To increase access to the curriculum for pupils with a disability and making reasonable adjustments to the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as able-bodied pupils. This covers learning – wider curriculum and enrichment opportunities.

Improve and make reasonable adjustments to the delivery of information for pupils, parents, staff and visitors with disabilities.

3.Environment Accessibility

Year 3, 4, 5 & 6 classes are in a two storey building with wide corridors and several access points from outside. There is a lift which can accommodate a large wheelchair and a carer. School staff are trained in the operation of the lift when relevant. Training is reviewed annually. There are two access points to this building where entrances are either flat or ramped.

Access to central school areas including: School office, Acorn and Oak Halls, dining room and library are accessible through numerous entrances which are either flat or ramped.

Reception and Y1 classes are in a single storey building accessible through either a mobile ramp where entrances are stepped or through the main school entrance which is flat.

The school has one disabled toilet and a hygiene room (which includes a toilet and shower) which are large enough to accommodate a wheel chair and carer and accessible through ramped or flat entrances. All these are fitted with a handrail and a pull emergency cord.

Access to the entire building from the disabled parking bay is through ramped or flat entrances with wide corridors and doorways.

The school has internal emergency signage and escape routes are clearly marked, the assembly point is a suitable refuge area for wheelchair users

Kingsholm C of E Primary School & Nursery Accessibility Plan 2024-2027

Improving the curriculum access at Kingsholm C Of E Primary School and Nursery

Target	Strategy	Outcome	Responsibility
Training for teaching staff on adapting the curriculum to meet the needs of all learners.	Undertake audit of staff training requirements. Provide training for staff from external experts as appropriate.	All teachers are increasingly able to meet the needs of disabled children with regards to accessing the curriculum.	SENCo
Enrichment activities are planned, where reasonable, the participation of a whole range of pupils.	Review the specific needs of pupils with disabilities through their Health Care Plan and ensure enrichment is accessible to all pupils.	All out-of-school activities will be conducted inclusively.	All Staff.
Staff working with pupils are confident to meet the pupil's needs.	Source outside agency support to train and work closely with staff working with pupils.	Staff working with pupils are aware of the relevant issues and feel confident to meet the pupil's needs.	SENCo

Improve access to the physical environment of the school

Target	Strategy	Outcome	Responsibility
To ensure that driveways, parking and paths around school are accessible for children and adults.	Maintenance of driveways, paths and parking areas to ensure they are free from pot holes, weeds and trip hazards.	Driveways, parking and paths are safely accessible for adults and children.	Premises committee, Governors, SLT.
Ensure all pupils and adults can be safely evacuated.	Pupils with additional needs who are at risk of not being evacuated quickly and safely	All pupils' requiring a 'Personal Evacuation Plan' have an up-to-date plan which all appropriate parties are familiar with.	SENCo, Fire Marshalls
Establish Personal Emergency Evacuation Plan (PEEP) for pupils	Where a pupil is identified as needing a PEEP, these are formulated in consultation with stakeholders.	All pupils' requiring a 'Personal Evacuation Plan' have an up-to-date plan which all appropriate parties are familiar with.	SLT, Governors
Develop outside learning areas and spaces so that they are accessible to all pupils.	Review accessibility of outside learning areas for pupils; specifically, those with physical disabilities or are visually impaired to enhance accessibility.	Outside learning areas are adapted where appropriate to the needs of visually impaired pupils and pupils with physical disabilities in line with plans produced with the relevant external agencies (e.g mobility officer or Teacher for the Visibly Impaired from the Advisory Teaching Service)	Premises committee, SLT