



Kennett Primary School

Accessibility Plan

Version:	2.0
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Approved by:	Advisory Body
Date:	Summer 2024
Review date:	Summer 2027

Staploe Education Trust
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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

Kennett 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. Our whole school ethos is one of encouraging success and building aspirations, preparing every child to reach their full potential and be ready for their next stage in their education whatever their needs or abilities. We pride ourselves on being able to offer a rich, varied and inspiring curriculum that is differentiated and appropriate for all.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including the Facilities Manager and Headteacher

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 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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 all pupils.	To ensure that the curriculum, and extra-curricular clubs are accessible to all pupils.	Staff to ensure that planning considers the needs of all pupils.	All staff	Half termly reviews	The needs of all pupils are met.
	Resources tailored to the needs of pupils who require support to access the curriculum are used.	To ensure that pupils are not disadvantaged by their individual needs.	SENCO to monitor resources and liaise with staff/outside specialists to ensure any adaptations of equipment or texts are done appropriately	SENCO HT	Half termly reviews	All pupils are able to succeed irrespective of disabilities.
	Curriculum progress is tracked for all pupils, including those with a disability.	To track progress of all pupils from their starting points and to provide support so that targets can be achieved.	Teachers use Pupil passports to track interventions and their effectiveness. HT and SENCO to oversee progress of pupils listed on the SEND profile	Class teachers and SENCO	Pupil Progress Meeting	Needs of SEND pupils are met by all teachers. SEND pupils feel supported in their learning. Data analysis shows that progress for SEND pupils is in

			– including pupils with disabilities.			line with expectations and individual targets.
	All staff receive annual medical awareness training.	To further raise awareness of disability issues and provide up-to-date training relating to health conditions.	Provide medical awareness training that matches the needs of pupils in our school.	SLT	Annual	Medical needs do not present a barrier to pupil's engagement with of access of the full curriculum.
	School provides extra-curricular activities for all pupils.	To ensure that out of school activities are planned so that barriers to participation are removed.	Review out of school provision to ensure compliance with school policies.	SLT	Ongoing	All out of school activities are conducted in an inclusive manner, led by providers that comply with school policies.
Improve and maintain access to the physical environment	The school already has a ramp leading to its main entrance. All teaching takes places on the ground floor and is not spread over different levels	To enhance access into the school site and the school building.	A ramp into the playground would make the site more accessible to wheelchair users There is a ramp to the reception door but ideally the door needs to be fitted with push entry to improve accessibility	Facilities Manager		
Improve accessibility of information for	Our school uses a range of communication methods	To review approaches to	Make written material available in alternative	SLT/School office	As required	School information is available for all

<p>pupils with a disability</p>	<p>to ensure information is accessible. These include:</p> <ul style="list-style-type: none"> ○ Internal signage ○ Large print resources ○ Braille ○ Induction loops ○ Pictorial representations 	<p>communication and promote alternative formats where these may be required e.g. Class Dojo</p>	<p>formats e.g. newsletters, school brochure, school reports and other information for parents and carers.</p> <p>Offer telephone calls to explain letters home for parents or carers who require this.</p> <p>Review documentation as required to ensure accessibility for pupils with visual impairment.</p>	<p>SENCo & class teachers</p>	<p>stakeholders in an accessible format.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the school Advisory Body

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
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Two			
Corridor access	Limited corridor space and multiple small areas to navigate	These structural issues will be resolved by the new school building		October 2024
Lifts	Not Applicable			
Parking bays	One parking space is available on the school drive; no disabled parking is available.	New school building being designed with three disabled parking bays at the front of the school and dedicated staff parking	Facilities Manager	October 2024
Entrances	Due to a step, wheelchair access to the front playground is limited; where required access may be obtained through the double gates.	New school building being designed with wheelchair access in mind	Facilities Manager	October 2025
Ramps	A ramp to the main school entrance is available; this is	Self-leveling required to smooth the ramp	Facilities Manager	May 2024

	damaged and the surface uneven.			
Toilets	Five: the most accessible toilet is the staff toilet located in the EYFS building.			
Reception area	The reception area is confined and access is restricted by security doors leading too and from the space.	Staff member to be on hand to assist with the door as needed.		
Internal signage	Good			
Emergency escape routes	Clearly highlighted and available in every classroom. The Headteacher's office is located at the end of a long corridor; minimise meetings taking place in this room.	Emergency escape from the headteacher's office is possible from the ground floor window; explore installation of a step to aid safe and swift evacuation. New evacuation procedures to be put in place at new school.	Facilities Manager	October 2024
Kitchen	No ramp from the emergency exits	Explore provision of a ramp from the emergency exits	Facilities Manager	October 2024