



Accessibility Policy

Date of ratification: **March 2022**

Date of review: **March 2025**

Signed Headteacher: _____ Date: _____

Signed CoG: _____ Date: _____

KOBI NAZRUL PRIMARY SCHOOL

ACCESSIBILITY PLAN

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 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.

VISION:

Kobi Nazrul Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together.

By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination.

We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

Teaching and Learning Aims

- To ensure that teaching and learning are consistently good or outstanding throughout the school
- Children make continual progress throughout the school and attainment is in line with or exceeds national expectations
- At least 80% of children achieve end of Key Stage levels and all children make at least 2 sub-levels of progress each year

Curriculum Aims

- Children are inspired through a rich, relevant, broad and inclusive curriculum which is brought to life through effective cross-curricular links
- Continuity in learning and progression in skills are identified and planned for to prepare children for life-long learning

Leadership and Management Aims

- To develop shared leadership with all stakeholders (children/staff/parents and carers/governors/the wider community)
- To create and realise a shared vision which is evidenced through shared values and a network of mutual support

Governors Aim

- To support the development of an effective governing body through training and involvement in the life of the school

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

**We are working in partnership to achieve the best outcomes
for our children and families**

School Accessibility Plan

Area A: Strategic direction, monitoring and evaluation				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
1. Governors review school culture, policies and practices by use of index for inclusion	Link governor for Inclusion	Annually	Regular meetings or updates meetings	<p>Accessibility plan targets achieved</p> <p>Increased progress for all pupils using personal targets</p> <p>Pupils with disabilities reach expected levels.</p>
2. Identified member of SLT to act as responsible person for day to day prevention of discriminations and ongoing advice to governors on discrimination	Headteacher	Ongoing	Staff time 2 days per term	<p>Termly reports to governors on discrimination issues identified and action taken at school level</p> <p>Governors protected from liability for acts of discrimination</p> <p>Increased confidence/curriculum access for pupils with disabilities</p>
3. Review school handbooks in relation to statements on disability discrimination policy and procedures	Headteacher	Annually	Staff time 2 days per year	Governing body accepts amended policies as and when presented at main governor body meeting
4. Check disability Equality Scheme training for staff and governors	Inclusion Leader	Planned for September 2022	<p>Staff meeting</p> <p>Support staff meetings</p> <p>Governor meeting</p>	Governors and staff aware of social model of responsibility and their responsibilities in line with present legislation
5. Continue to map, cost and monitor all provision available within the school	Inclusion Leader	Termly pupil progress meetings	1 day a term	Provision to meet of all pupils clearly identified

				<p>Improved pupil access to provision</p> <p>All provision rigorously monitored Provision evaluated</p> <p>Pupil progress accelerated</p> <p>School attainment targets met</p>
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Area B: Improving access to the curriculum for children with a disability				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To monitor disability access issues	SEN Governor	September 2022	1 hour termly	Governing body aware of any issues and informed related to strategic planning
Audit inclusive classroom practice	Inclusion Leader Class teachers	ongoing	1 meeting each term	Reports to leadership team on barriers identified at school level Clear action and targets identified for whole school development Increased access and progress for potentially disadvantages groups and individuals
Review pupil assessments and tracking procedures to ensure small steps in pupil progress are recognised across the curriculum	Assessment coordinator Class teachers	ongoing	Termly pupil progress meetings, plus half a day a term per class for preparation and follow up.	Appropriate assessment tools e.g. PIVATS, Engagement Model or pre-key stage standards will be used for children working below the national curriculum assessment standard Small steps recorded on whole school tracker More accurate picture of progress available for all stakeholders
Review medium term curriculum plans for each subject to ensure suitable challenge is used for diverse learning needs strategies	DHT – Teaching & Learning All subject leaders / class teachers	ongoing	1 day per term through Medium term planning and wherer relevant through LMT Strategy days	Reduction of numbers of pupils who require something “additional to different from” regular provision

				<p>Reduction of pupils identified as Special Needs</p> <p>Observation + book monitoring shows better access is provided to the curriculum during lessons rather than different activities</p>
Plan for SEND provision to be implemented throughout the school; assess the impact of current interventions and add to or replace these where necessary	<p>Inclusion Leader</p> <p>Class teachers</p> <p>LMT</p>	Ongoing	<p>Termly Pupil progress meetings</p> <p>Termly monitoring of impact of interventions</p>	Increase school capacity to ensure curriculum and interventions are providing for all children
Review teaching and learning policy to ensure diverse learning needs and styles are taken into account in all subject areas and settings	SLT	Ongoing	<p>SLT meetings</p> <p>Phase meetings</p>	Quality of teaching and learning throughout the school is consistently good or outstanding
Train teachers and support staff to meet the needs of disabled pupils as they enter school, or, where necessary, appoint specialist support	SLT	Ongoing	As needed	Teachers and assistant teachers are skilled at making suitable adaptations to meet the needs of individual children
Review PE curriculum to ensure PE is accessible to all pupils	<p>PE Subject Leader and coach / class teachers</p>	Ongoing	<p>Staff training</p> <p>Specialist equipment</p>	<p>All pupils will have access to PE and will be able to excel with support from assistant teacher</p> <p>Professional health advice will be used to adapt the PE curriculum where necessary</p>

School visits and trips to be accessible to all pupils	DHT / EVC Class teachers	Ongoing	Pre-visits and risk assessments	Venues and means of transport will be vetted for suitability School trips and residential visits will be fully accessible for all pupils including those with learning, emotional and physical difficulties
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Area C: Improving access to the physical environment				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To continue to ensure coordinated development of access to school premises (as relevant)	Chair of Finance & Resources Committee Link Governor HT	Ongoing	Termly premises meetings Staff and governor time	Targets identified for main governing to take action on within strategic plans Phased improvement in action to the school premises for school pupils and the local community
School audits to analyse relationship between physical environment and pupil behaviour and plan to take reasonable steps to improve conditions	DHT Inclusion Leader Finance & Resources Committee	ongoing	Termly Inclusion meetings and LMT meetings Finance & Resources Committee meetings	Improved environment for the management of pupil behaviour Improved pupil attitudes and behaviour and strategic use of resources
To improve the management of behaviour and the use of space at break times	Senior Midday Meals Supervisor DHT	ongoing	Developing the use of play spaces as appropriate. Developing the confidence of MMS to support children with high profile behaviours	High quality play spaces for all phases Improved management and behaviour in playground Inclusion of all children in games and activities
To develop a sensory space for children with sensory needs	Inclusion Leader Premises Manager	ongoing	Refurbishment of top floor of playground bus Purchase and installation of resources	Groups of children and individuals with particular needs to have timetabled and purposeful sessions aimed at stimulating or calming, as appropriate

Ensure all people with a disability can be safely evacuated	Headteacher DHT Inclusion Team	Ongoing	PEEP Individual risk assessments	A personal emergency evacuation plan and individual risk assessment will be drawn up for any new pupils with a physical disability, particularly wheelchair users so that they can be evacuated quickly and easily There will be constant supervision for disabled pupils who would need help in the event of an evacuation
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Area D: Improving the delivery of information for pupils with a disability				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To develop the induction practices to support all new families and revise policy accordingly	Senior leaders and class teacher	ongoing	1 day to update policy and procedures; termly revisiting in the light of new arrivals/departures	All new families receive home visits or an induction meeting Admissions Policy to be updated
To develop the use of Signalong throughout the school as appropriate	Inclusion Leader	ongoing	Training for staff	All relevant contexts in school are supported with Signalong. More children are able to successfully access provision.
To establish good whole school practice in the use of visual displays and resources to facilitate learning	Class teachers	ongoing	Senior Leader monitoring time	Use of visual timetables Use of yellow paper as appropriate Use of yellow backgrounds on interactive white board Appropriate key vocab display
To ensure important information is presented in a range of formats, including audio version of newsletter	SLT IEB	ongoing	Translation of written information available to parents as necessary	All parents are informed of events in their own language Parents have access to verbal information when appropriate
To plan and deliver lessons to ensure smooth transition into, across and on leaving the school.	DHT Class teachers	ongoing	CTs – determined on a needs base	All parents have access to support and children are better through transition