

John Keble Church of England Primary School



Accessibility Plan 2021

Chair of Governors	Tim Johnston
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ACCESSIBILITY PLAN 2021

1. VISION STATEMENT

At John Keble CE Primary School, we believe that successful inclusion should result in every pupil feeling safe, confident and happy at school. Our first school value is worth. We believe that everyone, has equal worth. We have high expectations for all of our students and aim to support them achieve these through the removal of barriers to learning and participation.

Through appropriate curricular and pastoral provision, we respect that children:

- Have different educational, physical and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches, aids and experiences

John Keble Primary School believes it is possible for all of our children to learn and experience **success** if they are given the right tools and support. Successful inclusion should see every pupil making the best progress they can, and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our extra-curricular school activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community. Successful inclusive provision at John Keble CE Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

We work in partnership with children, parents, carers, governors and a range of specialist agencies to encourage integration and equality, ensuring our environment enables full curriculum access and that achievement is open to all. The experiences we offer at John Keble Primary School are focused on allowing each of us to become the best we can be.

2. AIMS AND OBJECTIVES

This accessibility plan relates to key aspects of the physical environment, curriculum and delivery of teaching. It aims to ensure the school is effectively improving accessibility for disabled pupils, staff and visitors to the school. Our guiding principle is to break down possible barriers to learning so that pupils can achieve their full potential. The Christian values of our school provide the framework for our approach to inclusion and our aim of giving every child the opportunity to develop their talents and skills and become creative, motivated, life-long learners. We aim to create an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs, in which all pupils can thrive and are valued equally. Inclusion underpins all our policies, systems and practices.

The plan has been written and published in compliance with paragraph 3 schedule 10 of the Equality Act 2010. It outlines relevant and timely actions the school is taking to:

- Increase the extent to which disabled pupils can participate in the **school's curriculum** (Covering teaching and learning and the wider curriculum of the school such as participation in after-school clubs, membership of the junior leadership team, leisure and cultural activities or school visits as well as covering the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe)
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (Covering the addition of specialist facilities and improvements to the physical environment), and
- Improve the **delivery to disabled pupils of teaching** which is readily accessible to pupils who are not disabled (Covering improvements to the delivery of information, which should be made available in various preferred formats)

More detailed objectives can be found in the Action Plan below.

3. CURRENT GOOD PRACTICE

As a school, we collect all relevant information about any disability in early communications with new staff, visitors or parents/ carers and previous settings of new children. We act on this information in a timely manner, taking into account any preferences expressed by the individual concerned or, where more appropriate, their parent/carer. We endeavour to maintain good lines of communication with visitors, staff, children and parents/ carers already at our school and modify our practice in light of any new information shared. Where an individual has a disability, advice is sought from outside agencies on how best to provide for their needs and, where appropriate, this advice is accessible to the individuals working with this child. Arrangements are made to ensure the individual is afforded as much independence as possible but is supported as and when necessary.

3.1 School's Curriculum

Our school curriculum is differentiated, where possible, to ensure equal access for all. Some areas of the curriculum present a particular challenge for students with a physical disability or impairment. These include PE, Science and Technology. These cases are managed on an individual basis, advice is sought from appropriate professionals and, where possible, adjustments and accommodations are always planned for and actioned.

3.2 Physical Environment

Reasonable adjustments are made to enable disabled pupils to participate in the wider curriculum and extra-curricular activities. There is disabled access to all ground floor teaching and learning spaces. Currently there is no disabled access to the upper floors, which are accessible only via staircase.

3.3 Delivery of Information

Different forms of communication are made available, on request, to enable all disabled pupils and/or their parents and carers to access school information, express their views and to hear the views of others. The school adopts a 'total communication' approach and actively encourages alternative communication methods including Makaton and Communicate in Print digital technology to support understanding.

4. ACCESS AUDIT

The following access audit relates to the physical accessibility of the school. This is the responsibility of the **governing body/ senior leadership team?** An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility plan for the on-going period.

Access Audit December 2020:

On-site car parking for staff and visitors includes one designated disabled parking bay. All entrances to the school site are step free and two out of the three entrances can accommodate wheelchair access to the school building. The main entrance features a secure lobby. This is accessible to wheelchair users and provides a lowered reception hatch. The school has internal emergency signage and escape routes are clearly marked.

The school is a 5-storey building with several access points from outside. All main entrances to the school are either flat or ramped. There is also ramped access to the school kitchen.

The ground floor is partially accessible to wheelchair users. All EYFS and KS1 teaching areas are located on the ground floor, along with the office, main hall, performing arts hall, music room, staff rooms and PE hall (Keble hall).

The main school hall has step free access from the main entrance, making it accessible to all for school assemblies and events. Currently, there is no disabled access to the upper floors, where all KS2 teaching areas are located. Where a child in KS2 has a physical disability which prevents them from using the stairs or is wheelchair bound, reasonable adjustments can be made and classrooms can be reallocated to ensure this child's room is on the ground floor.

6. ACTION PLAN

This plan sets out the school's Accessibility Objectives for a period of **one/two/ three years?** These are specific and measurable, and between them address each of the three requirements to improve accessibility for disabled people to the site and activities within the school.

Equal access for all				
Objectives	Actions	Outcomes	Commentary on progress	Responsibility
Ensuring the needs of all individuals, including those with any kind of disability, are appropriately met.	When the school is made aware that an individual with a disability will be using the school site, a full risk assessment is undertaken. This risk assessment identifies all of their needs and ensures all appropriate measures are taken to safely and effectively meet these needs.	All individuals using the school site are able to do so safely and with the confidence that they are valued and welcomed.		Governing body, senior leadership team, site manager
Increase the extent to which disabled pupils can participate in the school's curriculum: <i>Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with disabilities.</i>				
Objectives	Actions	Outcomes	Commentary on progress	Responsibility
Ensure admissions procedures allow for equal opportunity for all prospective pupils.	Review potential intake of children for the coming academic year, ensuring equal opportunities. Identify pupils who may need adjustments to provision for the coming year.	Children with disabilities will have equal access to school places in Nursery and Reception.		Senior leadership team, class teachers, administrators
Ensure all statutory policies reflect inclusive practice and procedures and that staff are adhering to these policies.	Ensure all policies adhere to the Equality Act 2010. Share all new and updated policies with all staff. Monitor and review the degree to which pupils with disabilities/ impairments can access the curriculum and all areas of school life.	All staff will be aware of equality duties and this will be reflected in their inclusive practice.		Senior leadership team, governing body, all staff members
Ensure the needs of any child attending or due to attend the school, who has a disability, is able to access the school curriculum to the greatest degree possible and actively	Establish and maintain close liaison with outside agencies and professionals supporting children with on-going disabilities (including but not limited to occupational therapists, physiotherapists and the child development clinic paediatricians). Establish and maintain good channels of communication with parents and carers. Organise staff training and development, where and when a need is identified. Employ additional support staff, where appropriate.	All children will be able to access the school curriculum to the greatest degree possible and actively participate in classroom activities and discussions with confidence.		Senior leadership team, governing body, all staff members

engage in classroom discussions and activities.	Source and use specialist equipment, software and resources to support a child's needs, where appropriate. Ensure class teachers take account of the various learning styles when teaching. Ensure disabled access to all teaching spaces.			
For all children in year 4 to be able to access swimming as part of their PE curriculum. (post Covid-19 measures currently in place)	Ensure the route and pool accommodates disabled access. Ensure the changing facilities at the pool are equipped to manage the individual's disability.	All children in year 4 will be able to participate in swimming lessons safely and with dignity and respect.		Senior leadership team, Willesden Sports Centre, class teachers, teaching assistants
Ensure extra-curricular activities are accessible for all.	Prior to any planned visit or extra curricular activity, ensure that the venue and/or activity is accessible to individuals with a range of needs. Where possible make choices, with regard to venue and activity, that enable the inclusion of all individuals wishing to take part. Make any reasonable adjustments to ensure the participation of all individuals wishing to take part.	All eventualities have been explored and, where possible, all planned visits and activities are accessible for all.		Senior leadership team, class teachers, teaching assistants
To promote the development of a positive view of disability.	Create positive images of disability within the school so that all pupils grow into adults who have some understanding of the needs of disabled individuals, value their contributions and see potential rather than barriers. Ensure children with SEND/disabilities are represented on the school's Junior Leadership Team and contribute meaningfully to decision making.	All disabled individuals will feel valued and know that they contribute meaningfully to the school community.		Senior leadership team, governing body, all staff members

Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school:

Objectives	Actions	Outcomes	Commentary on progress	Responsibility
Ensure outdoor resources for EYFS, KS1 and KS2 children	Audit current resources with a view to identifying whether they are accessible to all pupils.	All children can use a range of equipment and access the curriculum.		Senior leadership team, governing

are accessible for all pupils.	Consider the needs of all current pupils when planning any future changes, alterations or purchases. Consider how these resources meet the needs of pupils due to join the school and make arrangements to purchase additional resources where necessary.			body, all staff members
Emergency evacuation of children with a range of disabilities.	Review current procedures in light of any newly identified disabilities and adapt for all contingencies. Review personal emergency evacuation plans Improve signage of safety and evacuation procedures, internet safety, fire drill etc	Individuals with a disability/ impairment can exit easily & quickly in the event of an emergency		Senior leadership team, governing body, all staff members

Improve the delivery to disabled pupils (and parents) of information which is readily accessible to pupils (and parents) who are not disabled

Objectives	Actions	Outcomes	Commentary on progress	Responsibility
Ensure pupils and parents with visual/ hearing impairments are able to access all information shared.	Where a need is identified, ensure an appropriate method of interpretation is sourced for parents meetings and assemblies/events (signed/ written/ communicated verbally etc) Ensure appropriate training is provided for staff working with children with hearing impairments (Makaton/ CIP visual support etc)	All pupils and parents will have access to the same information.		Senior leadership team, governing body, all staff members
Enable improved access to written information for pupils, parents and visitors.	Raise awareness of font size and page layouts. Consider this for letters sent home (for visually impaired parents/ carers consider the need for verbal communication). Audit the school's books to ensure the availability of large font and easy to read texts. Audit the signage around the school to ensure that it is accessible to all.	All pupils and parents will have access to the same information.		Senior leadership team, governing body, all staff members

This plan was finalised in December 2020 and is due to be presented to governors, who are responsible for its implementation.

This plan relates to the period between **January 2021 and _____**. It will remain under review during this period and will be revised where necessary.