

King Edward Primary School Accessibility Plan



King Edward Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

King Edward Primary School believes that it has a welcoming, happy, and safe environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter.

Purpose of the Plan

This plan shows how King Edward Primary School intends, over a period of time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if s/he has a physical or mental impairment that has substantial and long term adverse affect on his/her ability to carry out normal day to day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' preferred formats and be made available within a reasonable time frame.

Contextual Information

King Edward Primary School is located within the town of Thorne. The building was built and opened in 1976 and was originally known as King Edward First School. The school has a total of 12 KS1/2 classrooms, the school also has a Foundation Hub consisting of 3 classrooms and a large shared wet area. The school also has two school halls. There is 1 disabled toilet in the building. The school has 8 entrances for pupils to access the school together with the main entrance via the reception area to the front of the school. There is wheelchair access throughout the majority of the school.

Current Range of known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities.

Increasing access for Disabled Pupils to the School Curriculum

At King Edward Primary we are continually improving the quality of teaching and learning throughout school, through Continuous Professional Development (CPD), we aim to enhance staff's knowledge, skills, and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure, and cultural activities and educational out of school visits.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increased confidence of all staff in differentiation within the curriculum.	Audit and acknowledge staff training needs on curriculum access. Assign training for named disabilities within school.	March 2024 March then ongoing	Head Teacher and SENDCO	Confidence in strategies for differentiation and increased pupil participation
Ensure class support have received the specific training on disability issues	Audit staff training needs. Professional development training identified and arranged Staff access the appropriate professional development training.	March March then ongoing Ongoing	Head Teacher and SENDCO	Raise confidence of support staff. Staff support children well.
Ensure that all staff are aware of disabled children's curriculum access.	Individual access plans for disabled pupils when required. Information sharing with all agencies involved with the child.	At induction / As required /Ongoing	SENDCO Class Teachers	All staff aware of the individuals needs and these needs are met.
Out of school visits accessible to all.	Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff.	As required when trips are being organised.	SENDCO SLT	All pupils within school are able to access all education visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible pe and disability sports. Seek disabled sports people to come into school.	As needed Ongoing timetable	PE Lead SENDCO	All pupils to have access to PE and to be able to enjoy and excel during these lessons. Pupils engage with Disabled Sports People

Outdoor play and learning accessible to all.	Ensure that staff have the knowledge and guidance when planning activities outside to ensure that the activities are accessible to all pupils/staff	Ongoing	Outdoor play and Learning Lead SENDCO	All pupils have access to the outdoor play and learning experiences.
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Improving access to the Physical Environment of the School

King Edward Primary School is continuing to grow and develop, and provisions in exceptional cases will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for use on a daily basis. Resources are constantly under review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the school.	To create access plans for individual disabled pupils as part of the SEND support plan process when required.	September, and when any new children start.	SENDCO	SEND support plans in place for disabled pupils and all staff aware of pupils needs.
	Be aware of any access needs for staff, governors parent/carers and visitors to the school	Identified at induction and ongoing	Head Teacher	All staff and governors feel confident that their needs are met.
	Through questions and discussions, find out about the access needs of parents/carers - indicate on admission forms.	September, and as children start.	Head Teacher / Office Staff	Parents have full access to the school activities.
	Parents given access to park in school car park where needed for children / parent needs.	September, ongoing and as children start.	Head Teacher / Office Staff	Parents have full access to the school activities.
	Consider access needs throughout recruitment process.	Each Recruitment process	Chair of Governors	Access issues do not influence recruitment and retention.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns.	As required	Head Teacher Governors Site Manager Bursa	Re designed buildings are usable by all.

			Local Authority Surveyor	
Ensure access to reception area is accessible to everyone.	Improve access to reception area and car park area during any redesign.	Considered in any new developments	Site Manager Bursar Head Teacher	Disabled parents/carers/visitors feel welcome.
Improve signage and external access for visually impaired people.	Yellow strip mark on step edges.	Ongoing, reviewed in Summer Holiday period.	Site manager	Visually impaired people feel safe in school grounds.

Ensure the safety of pupils during an emergency.	Personal Emergency Evacuation Plan (PEEP) In place for all children with difficulties. Develop and monitor a system to ensure that staff are aware of their responsibilities.	As required and in place in September or when a new child starts. Annually	SENDCO/Risk Assessment Lead SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to equipment.	Liaise with Outside agencies on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access, including the hall.	As required ongoing additional software may be required. Reviewed each September.	Computing Lead SENDCO	Hardware and software available to meet the needs of children as appropriate.
Ensure that hearing equipment in classrooms to support hearing impaired	Seek support from Local Authority hearing impaired unit on the appropriate equipment.	As required and checked each September	Local Authority hearing officers	All children will have access to equipment if required.
Fire escape routes are accessible for all	Ensure that all areas of school have wheelchair access. Ensure that visual checks are carried out on a daily basis keeping areas free from obstruction. Peeps are completed at the beginning of each school year.	Ongoing and when required/ appropriate/ daily and weekly checks September	Local authority Site manager Staff members	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency, or A PEEP is in place where extra support is needed.

Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupil's available to disabled pupils. Examples may include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timescale.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in 'simple' English. School office will support and help parents to access information and complete any school forms etc. Ensure that the school website and all documentation can be accessed by the visually impaired	During induction of pupil / ongoing During Induction of pupil / Ongoing Reviewed annually	Head Teacher/Office Staff School office Office/website computing coordinator	All parents receive information in a way they can understand. Parents/carers receive and understand what the headlines of the school information is (where required) All parents can access all key information.
Improve the delivery of information in writing in an appropriate format.	Provide in large prints for pupils/parents/carers with a visual impairment	As required / Reviewed annually in September and when children start.	Office SENDCO Equity and Diversity Lead Class teachers	Provide excellent communication that all can access.
Ensure that all staff are aware of guidance on accessible formats	Provide guidance and training for staff on dyslexia and accessible information	Ongoing/ Reviewed annually when needed	SENDCO	Staff have a clear understanding
Languages other than English to be visible in school	Where possible signs to be multilingual	On going	Head SLT Class teachers	Provide a welcoming environment for all parents to access their Childs education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible	As part of the admission / induction process / ongoing	Office Staff SENDCO Local Authority Head SLT	Pupils and/or parents feel supported and included within their education
Provide information in simple language, symbols, large print for perspective pupils or parents/carers where may have difficulty with	Clear information available on Website and paper copies available for parents.	September / On going	Office SENDCO Head SLT	Ensure that all can access information about the school.

standard form of printed information.				
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Review Date: January 2027

Presentation to Governors: January 2024