

Kincraig Primary School and Children's Centre



Disability and Accessibility Plan



Kinraig Primary school

Accessibility Plan and Policy

February 2019

Introduction

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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Vision Statement

At Kinraig Primary School we are committed to working together to provide an inspirational and exciting learning environment where **all** children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Key Objectives

Our key objectives are:

- To reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for students and prospective students with a disability.
- This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

Principles

Kincraig Primary school and Children's Centre recognises its duty to:

- ensure that compliance with the Equality Act 2010 is consistent with the School's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other school policy that has a focus and impact on its disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan (detailed herein as follows).

The Accessibility Plan

The plan is detailed – (see Appendix A) and summarised below

- In performing their duties, the governors and staff will have regard to the Equality Act 2010
- Kincraig recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- Kincraig provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, promoting the development of a more inclusive curriculum
- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities, which the school already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

Education and Related Activities

Kincraig already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

Physical Environment

Kincraig has in place full disabled access to all its facilities and has ensured that such access has been maintained in its recent developments. Full access is also in place to all external parts of the Kincraig's site. School has similarly ensured that there are sufficient washroom facilities within its building designed specifically for disabled users. As has been best practice in the past, Kincraig will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

Provision of information

Kincraig will make itself aware of local services, including those available through the Local Authority, for providing information in alternative formats when required or requested.

Policy Review

This policy has been adopted by the Governing Body and is approved. And reviewed annually by the head teacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Governing Body Kincraig School.

Accessibility Plan and Policy

Appendix A

This Accessibility Plan has been drawn up and covers the period from February 2019 to February 2020.

At Kincaig Primary School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Kincaig Primary School is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the school, though will continually strive to ensure this is both prioritised and taken into account when considering future developments. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Incorporate reference to accessibility within curriculum planning documents

It is acknowledged that there will be need for on-going awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality & Diversity
- Health & Safety
- Equal Opportunities
- Fire Risk Assessment
- Special Needs
- Behaviour
- Child Protection / Safeguarding
- Bullying

Policy last updated 05/02/2019

This Disability & Accessibility Plan and Policy for Kincaig Primary School and Children's Centre will be reviewed and modified on an annual basis.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of persons responsible – Mrs Karen Appleby

Policy adopted by the Governing Body

Signed: _____ Date: 05/02/19

Date	Proposed Amendment	Signed

Appendix A

Accessibility Action Plan 2019 – 2020.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Kincraig school was built in phases from 1997 onwards. The building is solid and generally sound and has good provisions for disabled access. The premises is all on one level and the external doors are all level to the external ground level. All the doors are wide enough to accommodate wheel chairs.

Kincraig Primary School will always ensure that there is a egress plan for any member of staff, pupil or parent who is disabled in the event of an emergency evacuation.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none">To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	<ul style="list-style-type: none">To identify pupils who may need adapted or additional provision	May to July annually	HT, EYFS teacher and Leader	Provision set in place ready for when the child/ren start school
<ul style="list-style-type: none">To liaise with educational establishments to prepare for the intake of new children who transfer within year	<ul style="list-style-type: none">To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/SENCo	Provision set in place ready for when the child/ren start school

<ul style="list-style-type: none"> To establish and maintain close liaison with parents 	<ul style="list-style-type: none"> To ensure collaboration and information sharing between school and families 	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
<ul style="list-style-type: none"> To establish and maintain close liaison with outside agencies for pupils with additional needs 	<ul style="list-style-type: none"> To ensure collaboration between all key personnel. 	Ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
<ul style="list-style-type: none"> To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision 	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff 	Ongoing	SLT, SENCo and all teaching staff, extracurricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

	are capable of carrying them out.			
<ul style="list-style-type: none"> To enable improved access to written information for pupils, parents and visitors. 	<ul style="list-style-type: none"> Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing 	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
<ul style="list-style-type: none"> Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education 	<ul style="list-style-type: none"> Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible 	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education

