



# Accessibility Plan 2020-2023



*Loving Learning Together*

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Knotty Ash Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include 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 time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

### Area 1: Accessing the Curriculum

Timescale	Targets	Strategies	Outcomes	People involved/ Responsibilities	Actions and Reviews
Completed Summer 2021, then ongoing review.	To ensure all children have equal access to appropriate learning through differentiation, different methods of recording and assistive technology.	<p>Staff to have training in differentiation and scaffolding.</p> <p>Staff to be provided with different ways children can record their work.</p> <p>Curriculum to incorporate different ways to assess children's understanding.</p> <p>Purchase assistive technology to support learning for children who require equipment.</p>	<p>Work to be appropriately matched to provide challenge and mastery at the correct level for individual needs.</p> <p>Children will use different ways to record their work in a variety of lessons.</p> <p>Technology will be used to support specific needs and ensure fair access for all.</p>	Class teachers Support staff School Business Manager SENCo	Review termly
Ongoing	To ensure accessibility materials and strategies are available for children with visual impairment/hearing impairment/deafness.	Ensure transition between classes gives opportunity for successful equipment/strategies can be shared.	All children can have access to a full curriculum.	Class teachers Support staff SENCo	Review termly and after any specialist reports.

		Seek regular guidance and support from DRB colleagues/Sensory Service.			
Establish practices by summer 2021 then ongoing.	To support pupils to overcome anxiety and mental health difficulties as barriers to access the curriculum.	<p>New curriculum to incorporate themes of mental health, overcoming anxiety and problem-solving.</p> <p>Establish and regularly revisit ACEs and use these to inform behavioural support/P4C themes/therapeutic support.</p> <p>Adjustments to behaviour support for pupils who need an individual approach.</p> <p>Seek support from partner agencies to advise on barriers to learning and behaviour.</p>	<p>All behaviour recognised as a form of communication.</p> <p>Staff to understand how to support children's mental health.</p> <p>Children will understand how to recognise their own mental health and anxieties and know strategies to support themselves and others.</p>	<p>Class teachers</p> <p>Support staff</p> <p>SENCo</p> <p>Therapeutic staff</p> <p>Partner agency staff</p>	<p>Termly reviews</p> <p>Ongoing staff training and updates</p>

## Area 2: Physical Environment

Timescale	Targets	Strategies	Outcomes	People involved/ Responsibilities	Actions and Reviews
Ongoing	<p>Ensure all people with a disability can be safely evacuated/assisted to lockdown zone.</p> <p>Ensure all staff are aware of their responsibilities in an evacuation/lockdown.</p>	<p>Ensure there is a Personal Evacuation Plan for all pupils and staff who need additional consideration in an emergency.</p>	<p>All people with a disability are safe in the event of an emergency.</p> <p>All staff are aware of their own responsibilities during an evacuation/lockdown.</p>	<p>All school staff Site manager/ caretaker SLT</p>	
By Summer 2022	<p>Ensure appropriate acoustics for deaf children within DRB and throughout mainstream areas.</p>	<p>Establish acoustic standards as part of all refurbishments to school buildings.</p> <p>Invest in Soundfield or similar sound system in classrooms to improve access to teacher verbal input.</p>	<p>Deaf and HI pupils have access to auditory input, which is as good as it can be for their levels of hearing.</p>	<p>DRB staff SLT Business Manager</p>	<p>Ongoing with all proposed works</p>

Long-term – by Summer 2023	Review access to site for visitors with reduced mobility.  Consider options for making route into school shorter and easier.	Review access with LCC consultant.	Visitors with disabilities able to access main entrance independently and easily.	LCC Site manager/ caretaker SLT	
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<b>Area 3: Access to Communication</b>					
<b>Timescale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>People involved/ Responsibilities</b>	<b>Actions and Reviews</b>
Ongoing	Ensure equal access to school communications for Deaf children/ parents/ staff.	Provide BSL interpreters at meetings/ performances/ training etc. where appropriate.  Provide BSL version of written/verbal communication as needed by our families.  Provide BSL explanation of events/ communications as necessary.	Deaf members of school community have equal access to all communications	DRB staff SLT	Review half-termly

		Provide BSL lessons for staff and families.			
By end Autumn term 2020	Ensure that Deaf parents are able to contact school with equal accessibility to hearing parents.	Invest in smartphone for reciprocal text service and face-to-face calls (BSL)  Provide relevant BSL training to office/admin staff. Continue to ensure that relevant staff have training in 'Typetalk' or similar access technologies.		DRB staff Admin staff Business Manager	Review half-termly