Kingsmoor Lower School

Accessibility Plan

Date plan last reviewed: Dec 2024

Signed by:

C.Jenkins	Headteacher	Date:	4.12.24
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Statement of intent

This plan outlines how Kingsmoor Lower School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. [New] Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. [New] Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.

- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Inaccessible curriculum materials	Audit of the curriculum materials	Subject leaders SENCO	Spring 2025	All essential materials are available in alternative formats, ensuring immediate access for all students.	Summer 2025

	Lack of staff awareness about accessibility needs.	INSET provided to staff members Training for teachers on adapting the curriculum and inclusive teaching.	Headteacher, external advisors, SENCO	Summer 2025	Staff members have the skills to support pupils with SEND	Autumn 2025
Medium term	Limited access to assistive technology	Procure and integrate assistive tools such as text-tospeech software, screen readers, and alternative input devices.	Teachers, SENCO ICT lead	Spring 2025	Increased access to assistive technology for students requiring accommodations.	Summer 2025
Long term	Pupils with different learning styles cannot access lessons	Review and redesign curriculum plans to incorporate different learning	SLs SENCO	Autumn 2025	A more inclusive curriculum that caters to diverse learning styles and needs.	Spring 2026
		styles, providing multiple means of representation, engagement, and expression.				

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Immediate physical barriers (e.g., lack of ramps or nonfunctional elevators)	Install portable ramps and repair any nonfunctional elevators	Building surveyors	Spring 2025	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2025
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Summer 2025	Learning environment is accessible to pupils with visual impairments	Autumn 2025
	Toilets are not accessible	Handrails installed	SBM	Summer 2025	Access to toilets is increased	Autumn 2025
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Summer 2026	School buildings are fully accessible	Autumn 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review

Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2025	School is aware of accessibility gaps to its information delivery procedures	Summer 2025
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2025	School is aware of local services for converting written information into alternative formats	Autumn 2025
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2025	Written information is fully accessible to children with visual impairments	Summer 2025
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2026	Website is fully accessible	Autumn 2026

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **December 2025**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.