

Accessibility Plan



2024-2026

Kings Oak Primary Learning Centre Accessibility Plan 2024-2026

1. Vision Statement
2. Aims
3. Legislation and guidance
4. Current good practice
 - Physical Environment
 - Curriculum
 - Information
5. Access Audit
6. Management, coordination and implementation
7. Action Plan

1. Vision Statement

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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteachers.

At Kings Oak Primary Learning Centre 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.

Kings Oak Primary Learning Centre is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the

Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding 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 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include letters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Kings Oak Primary Learning Centre Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. 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 ongoing period.

The Accessibility Plan will be published on the school website.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Kings Oak Primary Learning Centre we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Kings Oak Primary Learning Centre supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with

physical impairments and school trips for pupils with medical needs. Disabled pupils can access all areas of the school.

Curriculum

Kings Oak Primary Learning Centre is aware there are areas of the curriculum to which disabled pupils could have limited access where provision needs to be adapted. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5. Access Audit

The school is a one-storey building with wide corridors and multiple access points from outside. The school has wide door access to all rooms. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available in the reception area, Foundation Stage and in KS2. These are fitted with a handrail and a pull emergency cord.

Classroom toilets for children are also fitted with handrails. On-site car parking is provided for staff and visitors, which includes two dedicated disabled parking bays. The school has internal emergency signage and escape routes are clearly marked.

6. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to a pupil commencing at Kings Oak PLC. This is primarily done through multi-agency planning and Early Help Assessment.

7. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. 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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with nursery providers, health and home to review potential intake each year.	To identify pupils who may need additional to or different from provision when starting school.	Annually	SENCOs EYFS Leader	Procedures, modifications and equipment in place.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	HTs SLT Curriculum Leads	All policies clearly reflect inclusive practice and procedure.
	To continue close liaison with parents.	To ensure collaboration and sharing between school and families.	Ongoing	SENCOs Parent Support Advisor All Teachers	Clear collaborative working approach through Early Help Assessment and multi-agency approaches.
	To continue close liaison with outside agencies for pupils with ongoing health needs. e.g. Children with allergies, visual/hearing impairment, epilepsy, mobility issues, acquired brain injuries and those requiring regular medication.	To ensure collaboration between all key personnel and use of Individual Support Profiles. All relevant training is updated at least annually. i.e. Epipen administration.	Ongoing	SENCOs Support Staff Teachers Hygiene Assistant Outside Agencies	Clear collaborative working approach.

Short Term	To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of Key Performance Indicators to assist in developing learning opportunities for children and also in assessing progress. • Multimedia activities to support curriculum areas. • Specific equipment used as advised by specialists. i.e. Task lamps, writing slopes. • Close liaison with Community Paediatric Therapy Service/Children's Disability Team. • Implementation of individual physiotherapy/occupational therapy/speech programmes. • Liaise with Barnsley Education Inclusion Services (SCI, HI, VI and ECCPS). Implement advice i.e. Classroom seating/large print/PECS. • Use of ICT equipment • A range of trained support staff trained in specific interventions. i.e. MindSpace First Aiders. 	Ongoing	SENCOs All Teachers All support staff	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.
------------	---	---	---------	---	--

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To review attainment of all SEND pupils.	Class/Team/SENCO pupil progress meetings. Pupil/Teacher / Parent review Meetings. Regular liaison with parents.	At least termly	Teachers SENCOs	Progress made towards Personal Learning Plan Targets/School Focused Plans. Provision mapping shows clear steps and progress made.
	To monitor attainment of children working at greater depth.	Greater depth target groups and activities. Tracking progress of exceeding children to identify those who require intervention.	Ongoing Termly	SENCOs Assessment Lead Class teachers	Children working at greater depth sustain rate of progress each year.
	To promote the involvement of disabled students in classroom discussions and activities. To take account of variety of learning styles when teaching.	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Team+ activities and competitions • Elklan/Understanding Autism training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	To evaluate and review the above short and long term targets annually.	See above	Annually	HTs SLT SENCOs Governors	All children making good or better progress.
	To deliver findings to the Governing Body.	Governor meetings	Annually Termly SEND Governor / SENCO meetings	SENCOs SLT SEND Governor	Governors fully informed about SEND provision and progress. SEND Offer updated and published on website.

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve the physical environment of school environment.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as changes to secure entrances, lighting, colour schemes and more accessible facilities and fittings.	Ongoing	SLT Teachers	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas. Areas of reduced visual stimulation maintained. Regular access to Sensory Room/Virtual Learning Space and Forest School Area.	Ongoing	Teachers Support Staff SLT	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved in school life.	<ul style="list-style-type: none"> • Create Support Plans/One Page Profiles for individual children. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed.	Teaching Staff Support Staff	Enabling needs to be met where possible.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensuring disabled parents have every opportunity to be involved in school life.	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off and collect children. • Arrange interpreters to communicate with deaf parents. • Offer a telephone call to explain letters home for parents who need this. • Adopt a more proactive approach to identifying the access requirements of disabled parents. 	With immediate effect to be constantly reviewed	SLT SENCOs PSA	Disabled parents do not feel they are discriminated against and are encouraged to take interest and be involved in their child's education.
Medium Term	To improve community links.	School to continue to have strong links with other schools and the wider community. i.e. Care Homes Church Cemetery Library High Street Traders	Ongoing	SLT All staff	Improved awareness of disabilities of the wider community and their needs. Improved community cohesion.

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop school grounds, facilities and enrichment opportunities.	School Council/PTFA to be fully operational. Look for opportunities to raise money/apply for grants to improve environment and fund enrichment activities. i.e. Yoga, Skateboarding.	Ongoing	Whole school approach	Established inclusive child-friendly play areas, Foundation Stage Playground, Trim Trail and Forest School areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via messages around parking/road safety. Bikeability for selected Year groups.	Ongoing	SLT	Improved awareness of dangers and partnership with PCSOs.

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure all children with ASD have access to the curriculum.	Regular parental communication. Awareness of additional support/community events. Individualised multi-sensory teaching strategies. Cygnet training for staff/parents. Regular co-production meetings with SCI Team/Parents/Teacher/SENCOs.	Ongoing	Whole school approach	Effective personalised provision.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size, colour and page layouts on IWB as well as paper copies will support pupils with visual impairments. • Implement specific advice from VI Team • i.e. Use of ipads to mirror IWB presentations. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all. 	Ongoing	SLT SENCOs Teachers Support Staff	All stakeholders have access to written communication.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To review children's records ensuring school's awareness of any disabilities.	<ul style="list-style-type: none"> • Information collected about new children. • Records passed on to each class teacher. • Transition meetings. • Annual Reviews. • Medical forms updated annually for all children. • Medical Care Plans displayed on staffroom notice board. 	Ongoing	SLT SENCOs Class Teachers Support Staff	Each teacher/staff member aware of disabilities of children in their classes.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	In school record system to be reviewed and improved where necessary.	<p>Use of CPOMS to share information within school securely.</p> <p>Use of CPOMS to transfer information between schools.</p> <p>Use of SIMS to store SEN/Medical information.</p>	Continual review and improvement	SLT PSA	Effective communication of information about disabilities throughout school.