



Accessibility Plan

Approved by: Academy Council

Date: June 2021

Next review due by: June 2023

Introduction

This policy has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Legislation and guidance

The Equality Act 2010 defines an individual has a disability 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.

This policy complies with our funding agreement and articles of association.

Key aims

For pupils, and prospective pupils, staff, parents/carers and visitor with a disability:

- To reduce and eliminate barriers to participation/ access in the school curriculum
- To improve and maintain access to the physical environment
- To improve the delivery of information to disabled pupils, parents and visitors

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We review our accessibility plan based on the needs of the children and we will adapt our environment so that we can provide a suitable environment for all.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school 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 staff and governors.

Contextual Information

Wyke Primary was originally built in 1875. It is a school made up of 4 buildings, Reception; leased from Surrey County Council, with its own entrance, playground and field area. Year 1 is situated in the main school playground and has 2 entrances accessible from the main playground. The third building is our IT suite with additional toilets and the main school building that has been extended to the side in 1999 for 4 new classrooms, library and SEN space, staffroom, hall and administrative team. The main building has an upstairs mezzanine accessed by a set of stairs from the library.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<u>Aim 1 To reduce and eliminate barriers to participation/ access in the school curriculum</u>					
<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Continue to build staff knowledge of SEND and how to support children with varying needs.</p> <p>To liaise with Pre-school providers to review YR R intake</p> <p>Embed staff awareness of the needs of the children and make use of</p>	<p>Continued CPD – led by school Inclusion Leader, Kite Assist Team and external providers – SALT, Education Psychology</p> <p>Identify pupils requiring adjustments or additional/different provision</p>	<p>SLT/Inco</p> <p>EY leader/Inco</p>	<p>September 23</p> <p>Annually</p>	<p>Staff will have a better understanding of supporting children with additional need and equipment adaptations will be made use of, where available. Inco will budget to ensure resources are Up to date and in working order.</p>

<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>specialist equipment as required.</p> <p>Ensure PE continues to be accessible for all</p> <p>Ensure all school activities enable participation of all children, where possible.</p>	<p>PE lessons taught by class teachers who know the children best.</p> <p>Risk Assessments in place for key children and all staff aware of procedures.</p> <p>monitor Risk Assessments and variety of clubs and termly attendance at school clubs</p>	<p>SLT/Inco</p>		<p>All children will have access to PE lessons</p> <p>RA in place for all visits and those with substantial or long term medical needs.</p>
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Aim 2. Improve and maintain access to the physical environment

Wyke Primary has had accessibility improvements completed to the IT suite with additional exit and ramp in place.

Year R continue to have to access main school via long path, unsheltered. We have sought to relocate the class to a new building, but this is not possible at this time.

Headteacher in regular discussion with Surrey CC relating to the health, safety and accessibility, of a high quality Early Years provision in the leased building.

<p>The environment is adapted to the needs of pupils as required.</p>	<p>Ensure partially sighted children, parents and visitors</p>	<p>Edges of internal steps are highlight in yellow</p>	<p>Site Manager</p>	<p>Sept 2021</p>	<p>Access routes clearly marked.</p>
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<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Wheelchair access via main entrance and to the side 	<p>can safely access the site</p> <p>Ensure children all disabled pupils can be safely evacuated</p>	<p>Personal evacuation plans created and shared with staff</p>	<p>Admin Team/ Inco/class teachers</p>	<p>All children evacuated from the school within 3 mins</p>	
<p><u>Aim 3 Improve the delivery of information to pupils with a disability</u></p>					
<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Continue to support children as appropriate with accessibility through signage and symbols as needed.</p> <p>EAL parents are offered the opportunity for clarification of information.</p>	<p>Ongoing review of what we have in place already linked to children's needs</p> <p>Class teachers and Admin team aware of those families with EAL parents and letters are followed up</p>	<p>SLT, Site manager</p> <p>Inco/Admin/ Class teachers</p>	<p>On going</p> <p>Information is displayed clearly for all children to access.</p> <p>All parents understand the school processes and procedures.</p>	

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

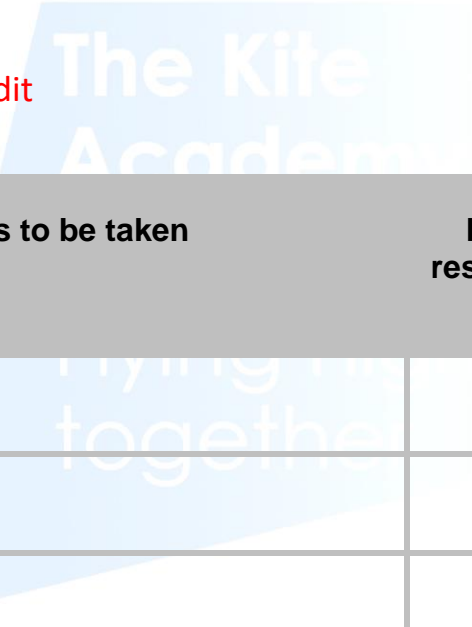
It will be approved by the Academy Council.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				



**The Kite
Academy
Trust**
Flying high
together