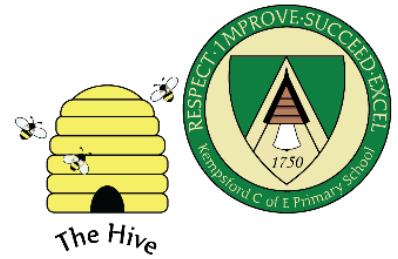


Kempsford Church of England Primary School

"Together, we will RISE"

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Accessibility Policy

Version: 5.0



Document History

Version	Date	Comments
1.0	Jul 2016	New policy document approved
2.0	Jul 2018	Policy Review
3.0	Sept 2020	Policy Review and formatted
4.0	November 2023	Statement of intent. Access Audit. Action Plan.
5.0	September 2025	Policy Review
Next Review Due September 2027		

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Statement of Intent

The rationale for the existence of the school's Accessibility Plan is to promote a fair and effective education for all at Kempsford Church of England School. We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect.

The school has evaluated and considered its current 'need', in terms of accessibility, and this plan is therefore written to ensure that the school is actively responding to its stakeholders over the short and medium term. As a school, we are aware that this need is susceptible to change over time, so a minimum of an annual review period is set so as to respond to this.

Definition of disability:

A person suffers a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

We recognise:

- Our duty under the Disability Discrimination Act (1995), as amended by the Special Educational Needs and Disability Act (SENDA; 2001):

“Since September 2002, it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

- Schools and LAs must:
 - not treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- That LA and school governors have the duty to publish accessibility policies.

This Accessibility Policy covers all three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services
2. Increasing the extent to which disabled pupils can participate in schools' curriculums
3. Improving the delivery of information to pupils with disabilities.

Related school policies include:

- a. Behaviour Management Policy
- b. Equal Opportunities Policy
- c. Health & Safety Policy

- d. Equality Plan
- e. School Improvement Plan
- f. Special Educational Needs Policy

Aims:

Kempsford C of E Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this involve:

- having high expectations of pupils
- finding ways in which all pupils can take part in a full curriculum, including physical education, music and drama
- setting admissions policy and criteria that do not discriminate against pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- planning out-of-school activities and school trips to ensure the inclusion of all pupils with disabilities, where appropriate
- raising awareness of disability amongst all staff through a programme of training and/or communication about the disabilities of specific pupils in order to meet the pupils' individual needs
- ensuring that written information provided to pupils with disabilities is user-friendly
- devising teaching strategies that will remove barriers to learning and will ensure participation by pupils with disabilities
- using written and verbal language that does not offend pupils with disabilities
- examining our reading resources and visual aids to ensure that there are examples of positive images of disabled people

1 Actions to ensure equality of access for pupils with disabilities at Kempsford C of E Primary School

1. SENCo/ Head Teacher will undertake a disability audit in the summer term of each year.
2. As a result of the disability audit, action plan to be devised, including targets.
3. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues.
4. Action plan to be reviewed annually by the governing body.

Access Audit

The school comprises of three buildings. The old school house has 5 entrances. Three of which are fully accessible to wheelchair users. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

The new school building is a single story building with side corridors and several access points from outside. There is a disabled toilet facilities available outside the hall. These are fitted with a handrail and a pull emergency cord.

The Elliot building is also fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

Action Plan

Aim 1 - Increase the effectiveness to which pupils with additional needs have access to and are able to participate in the life of the school

- To improve the depth of knowledge and understanding within all staff and achieve consistency with for all SEND pupils across the school.
- To support the mental health of both pupils and staff by training up members of staff in Mental Health and Respond effectively with individual plans for pupils identified as having a barrier to learning, within the school environment. Research and develop strategies and support materials, educate staff members.