



# **Accessibility Plan**

Rudyard Kipling Primary School

August 2024

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| This plan outlines the school's approach to accessibility and the actions to be taken in order to provide a fully inclusive environment. |
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### **Our Plan**

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA: 1. not to treat disabled pupils less favourably for a reason related to their disability; 2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; 3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA: a) increasing the extent to which disabled pupils can participate in the school curriculum; b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Context**

Rudyard Kipling is a two-form entry primary school with a nursery. Our school can accommodate up to 436 pupils plus nursery.

The school comprises one building, which covers a large site. There are many different levels within the school including main stairwells and smaller stairwells. There are lifts covering the smaller stairwells into the library, KS2 hall and KS2 main corridor. The entry to school has wheelchair accessible doors and designated parking space. The main entrance to both playgrounds is accessible as the all paths are sloped. There are disabled access toilets within the school at different locations. One of our disabled toilets has a lie-in bed for transitioning children from a wheelchair to another seated position. We have shower facilities within one of our disabled toilets.

### **Current Needs**

We currently have no wheelchair users. The school have a SEN percentage of 41% and we also have children with SEMH (Social Emotional Mental Health), Autism and SEND. We also support children with specific medical and dietary needs with individualised plans. We support all adults with any disability to enable them to access the school and support their children at Rudyard Kipling Primary School.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act 1995
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection it is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on.

Please read this Accessibility Plan in conjunction with the following policies:

- Health & Safety Policy
- Equalities Statement
- SEND Policy
- Positive Relationship Policy
- School Prospectus
- Complaints Policy

These policies are available on the school website or you can request a paper copy from the School Office.

**Below is a set of action plans showing how the school will address the priorities identified.**

| Improving Curriculum Access   |  |   |            |  |   |
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| Target  | Action   | Responsibility                                | Time Frame | Resources  | Success Criteria/Evaluation   |
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with any disabilities and strategies to support them.                        | Staff training requirements identified through appraisals and SIP. Training by relevant parties organised such as MAYBO, School Nurse etc.   | SLT   | Ongoing    | CPD budget<br>Time release – Staff Meetings & Inset<br>Pupil Progress Meetings | All teachers fully meet the requirements of pupils with additional needs with regards to accessing the curriculum, where possible |
| Signage in and around school is clear in words/pictorial form/size and provides clear communication for all areas of the curriculum.                                      | All staff ensure that signage, resources, CIP are used to support all learning.  | Teachers<br>Office Reprographics<br>SBM       | Ongoing    | Allowance for colour photo copy use.<br>Training – CIP                         | Pupils use information in classrooms and around school to support their learning and understanding of all curriculum areas.       |
| Intervention groups have areas/rooms and resources that are accessible and enable provision to be delivered in a setting appropriate to the curriculum area/intervention. | Regularly review areas around school where interventions take place.<br><br>Maintain an 'alternative provision' setting called 'Rockets'. This provision is specially adapted for a small group of learners. | Inclusion Team<br><br>Head/Deputy<br><br>HLTA | Ongoing    | SEND budget<br>Buildings & Maintenance budget                                  | Intervention groups are taught in rooms/areas with appropriate resources displayed e.g. Reading, Writing, Maths                   |

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| All visits/trips and extracurricular activities are available to all pupils. | SBM & HT actively apply for grants and bid for funding e.g. BVM Fund. | SLT | Ongoing | PPG<br>BVM Fund | All children participate in all school trips and events.<br>Pupils are given extracurricular opportunities as appropriate. |
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| Improving Physical Access  |   |                    |            |  |  |
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| Target   | Action  | Responsibility     | Time Frame | Resources  | Success Criteria/Evaluation                                |
| To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors to the school. | To regularly review current needs and make adjustments where appropriate<br><br>To ensure all stakeholders have the opportunity to make the school aware of any access needs                                  | SLT                | Ongoing    | Individual plans   | All stakeholders have access to the school                 |
| To ensure safe access around the school building.  | Ensure that the access areas are kept maintained, paths clear<br><br>All exterior is working and sufficient for purpose<br><br>Ensure all stakeholders are aware of the best access route to meet their needs | Site Manager / SBM | Ongoing    | Ongoing maintenance routine<br><br>Funds to maintain access areas and lighting | All stakeholders have a safe access to the school building |

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| To ensure the safe evacuation of all stakeholders with a physical disability.      | <p>Ensure any pupil who has a physical disability has an annual review and up to date PEEP</p> <p>Ensure staff supporting pupils are aware of the evacuation route and PEEP</p>  | SENCO / All staff | Ongoing | <p>Time to produce and review PEEP</p> <p>Drills</p> | Pupils with a physical disability to exit the building quickly and safely in line with their PEEP |
| To ensure all outdoor resources and equipment is accessible to all, where possible | <p>All pupils are aware of the resources and equipment available and are able to access resources outside.</p> <p>All staff ensure that pupils have access to equipment and resources at break/lunchtimes and in PE lessons.</p> | All staff         | Ongoing | PE budget and Sports Premium funding                 | Pupils accessing and using all outdoor resources and equipment as appropriate to their needs.     |

| Improving Delivery of Written Information   |  |                        |            |  |   |
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| Target  | Action   | Responsibility         | Time Frame | Resources  | Success Criteria/Evaluation                               |
| To ensure availability of written material in alternative formats, when specifically requested. | To ensure the school is aware of LA support services to support e.g.<br>- EMAS and Disability Team | Office/ Inclusion / LA | Ongoing    | Time for office to liaise with LA support services regarding whole school information. | All parents/Carers have appropriate access to information |

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|  | <p>To ensure parents/carers have access to school materials such as letters in a variety of forms</p> <p>Ensure the school has support available for parents/carers in reading / understanding forms and letters when appropriate</p> |                                 |         | Time for inclusion to support families with letters / requests and permissions   |  |
| Review documentation to ensure accessibility for pupils with visual impairment, when needed. | Get advice from outside agencies on alternative formats and use of IT software to produce customised materials.   | SENCO / Office / Class Teachers | Ongoing | <p>Budget for additional resources and software</p> <p>Time to resource</p>  | Written documentation produced in a format specific for additional needs |
| To improve the school website so that information is accessible to all.                      | <p>The school to review information published on the school website in order to ensure accessibility for all.</p> <p>Up to date and current sign posting for website users to support services.</p>                                   | SLT                             | Ongoing | <p>Time to adapt and review website</p> <p>Time for teachers / subject leaders to adapt specific documents from the website to a different format.</p> | The website is accessible to people with a range of disabilities.        |