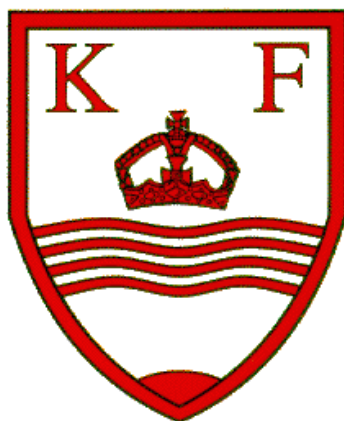


KINGSFLEET PRIMARY SCHOOL

'Be the best you can be!'



Accessibility Plan

<i>Date Reviewed</i>	05.02.25
<i>Chair of Governors</i>	L.Foy
<i>Head Teacher</i>	K.Beattie
<i>Date of Next Review</i>	05.02.26

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Statement of intent

This plan outlines how Kingsfleet Primary 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. 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'

2. 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	Action	When	Who	Review
Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may require additional support or reasonable adjustments to enable full access to the curriculum.	Prior to point of transition	SEND Co-ordinator	
Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources	Review books, posters to ensure they are reflective of a diverse and inclusive culture	At point of sourcing and ordering resources	All staff	
Additional aids are available and used appropriately to enable children to access the full curriculum	Termly review of equipment to ensure it remains fit for purpose. Replace and upgrade equipment/aids if appropriate.	Termly	SEND Co-ordinator Headteacher	

Planning duty 2: Physical environment

Issue	Action	When	Who	Review
No accessible adult toilet	Replace one of the adult toilets with an accessible toilet. This will require a complete refit of the space.	Summer term 2025		
Worn markings to identify the change in height on porch step.	Replace markings with appropriate non-slip paint.	Summer term 2025		
Ensure the route to the building is kept free of snow and ice	Invest in a high-quality grit distribution machine	Spring term 2025	Headteacher	

Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	Evaluate day trips in light of current cohort	Prior to all trips and visits	Class teacher Headteacher SEND Co-ordinator	
Ensure site remains accessible for all users	Daily check of walk ways to ensure they remain free from obstructions. Half termly audit of school site to ensure accessibility needs of all staff and pupils are met	Daily Half termly	Class teachers Headteacher Safety Health and Wellbeing Committee	

Planning duty 3: Information

Issue	Action	When	Who	Review
Ensure written materials are available in alternative formats	Use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms	On going	Office staff	
Review documentation on website to check accessibility for parents	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	On going	Office staff Headteacher	