



Purpose of the Plan

The purpose of this plan is to show how Kew Woods Primary School intends, over time, to increase the accessibility of our school for disabled pupils. We are 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) they have a physical or mental impairment
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our 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; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- 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.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Equality Policy

- Staff development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan/ Suitability Survey
- School Prospectus and Vision Statement

In addition, the School Complaints procedure covers the Accessibility plan.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website <https://www.kewwoods.co.uk/>
- Paper copies are available from the School Office upon request

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Kew Woods Primary School will address the priorities identified in the plan. The plan is valid for three years 2020-23. It is reviewed annually.

Training

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.

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Objectives	Accessibility Planning Code (C, E, I)	Actions to be taken	Responsible	Date to be Completed	Success Criteria
To improve the provision for children with SEND	C I	Audit of experience, training and confidence and CPD needed Stakeholder surveys to be sent to parents of children with SEND, SEND pupils, teachers, teaching assistants and governors Questionnaires analysed and an action plan written Start working towards SEND Inclusion Award	SENDCO SLT Governors	Autumn 2020 Summer 2021	Clear picture of SEND provision at school using stakeholder information from questionnaires Inclusion Award Achieved
To improve the provision for ICT resources and programmes for pupils with SEND	C I	Teaching assistants to be offered training sessions through Apple regional training Status Lucid dyslexia programme to be used to support individual learning for pupils Identified SEND pupils to be given a Chromebook to support recording their ideas and to access scaffolding and support materials when completing tasks (KS2)	Apple Lead Practitioners Teachers / TAs SLT	Summer term 2021 Autumn 2020 Spring 2021 onwards	Teaching assistants are confident using technology and are aware of programmes to support SEND pupils Pupils access personalised learning following an assessment of strengths and weaknesses Pupils supported in their learning using technology
To improve the progress and participation for pupils with sensory and or physical difficulties	C I E	Updated SEND support plans / targets reviewed and rewritten	SENDCo Class teachers	Ongoing from Spring 2021	Schedule of targets set and reviewed termly Progress track included on reviewed SEND support plans

		<p>Pegs to paper programme used as intervention in EYFS and KS1 for identified pupils</p> <p>Targeted pupil invited to a range of after school clubs and interventions to support fine and gross motor skills (squiggle While You Wiggle, Dough Disco, Multi Skills Club and Energy Club)</p>	<p>Class teachers / TAs</p> <p>PE Subject leader EYFS Leader</p>	<p>Autumn 2020 onwards</p> <p>Autumn 2021</p>	<p>Pupils fine motor skills improve / improved pencil grip and handwriting</p> <p>Improvements made for pupils with sensory or physical difficulties</p>
To improve the progress and participation / for pupils with cognition and learning difficulties.	C I	<p>INSET training to support staff SEND knowledge and strategies to support pupils in class</p> <p>Ongoing training for all staff via emails, research and resources sent to staff</p>	<p>Local Authority SEND team Organised by SENDco</p> <p>SENDco</p>	<p>Autumn 2020</p> <p>Ongoing</p>	<p>Quality first training delivered and adopted by staff in classes</p> <p>Staff receive CPD to support the range of pupils in the class</p>
To improve the progress for children with communication and language difficulties	C I	<p>SALT training for staff, working alongside parents, to them deliver programmes in school</p>	<p>SENDCo Teaching assistants</p>	<p>Ongoing</p>	<p>Staff will be confident delivering SALT programmes effectively and pupils make good progress</p>
To improve the attainment and participation of pupils with social, emotional and mental health difficulties	C I	<p>Pyramid of need completed for all pupils Support transition / sharing of information Identified pupils access support from therapist on site</p> <p>Worry monsters used / Worry Buttons on online learning as a support for pupils</p>	<p>SLT Head / SENDCo</p> <p>Class teachers</p>	<p>Autumn 2020 onwards</p> <p>Autumn 2020 onwards</p>	<p>Teachers are aware of pupils on a scale and their needs Pupils have a support network and strategies to cope with social, emotional and mental health challenges</p> <p>Pupils have systems in place to ask for support Learning mentor to provide additional support as required</p>
To ensure smooth transition of all pupils with SEND	C I E	<p>Home visits for EYFS pupils joining the school</p>	<p>EYFS Team SENDCo</p>	<p>Summer term 2020 onwards</p>	<p>Positive relationships started with new families</p>

		<p>Enhanced transition for pupils with SEND joining the school or moving through the school – booklets, class visits, sessions in new classroom, pupil passports created with new teaching team</p> <p>Secondary enhanced transition visits to the new school in smaller groups</p>	<p>SENDco Class teachers / TAS</p> <p>SENDCo</p>	<p>Summer term 2021 and ongoing</p> <p>Summer term annually</p>	<p>Pupils are familiar with the new setting and new adults and settle well into new classes</p> <p>Pupils are familiar with the new setting and new adults and settle well into new school</p>
To improve pupil voice for children with SEND at school	C	SEND pupils to apply for School Council, Anti Bullying Ambassadors Roles, House Captains, Sports Captains and Digital leaders	Class teachers	Annually in Autumn 1	Pupils with SEND are well represented and their views are heard