



BRIGSHAW
LEARNING PARTNERSHIP

Accessibility Plan

Kippax Greenfield Primary School

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



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Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



Document Controls

Policy Document:	Accessibility Plan: Kippax Greenfield Primary School
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Brigshaw Learning Partnership Values

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high-quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind. We aim for an aspirational culture built upon love, structure and high expectations for all.

Our schools chose to join in a stronger partnership, which would provide an equal measure of both challenge and support, and ensure schools continue to improve whilst remaining committed to our core values:

Equality: We are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio-economic status. We work with each other and for each other.

Resilience: We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.

Integrity: We are open about our successes and areas for growth and take responsibility to become better, every day.

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. All of our schools within the BLP adopt the same policies and plans and work together to ensure that we are all compliant and provide the best opportunities for all of our pupils.

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 pupils, parents, staff and governors of the school.



1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan.

Our school aims to treat all its pupils fairly and with respect. By achieving the objectives below, the school is promoting equality of opportunity, positive attitudes towards those with disability and eliminating discrimination.

Accessibility Plan objectives:

- Increase the extent to which all pupils, including those with SEND (Special Educational Needs and Disabilities), can participate in the curriculum. This covers teaching & learning and the wider curriculum of the school e.g., participation in after school clubs, activities and visits; it also covers the provision of specialist aids and equipment which may assist students with disability in accessing the curriculum
- Improve the physical environment of the school to enable all pupils, including those with SEND, to take better advantage of education, benefits, facilities and services provided by the school
- Improve the availability of accessible information to all pupils, including those with SEND

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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.

[The Children and Families Act 2014](#) places a duty on maintained schools to support pupils with medical conditions. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions.’

The National Curriculum Inclusion Statement confirms that teachers should set high expectations for every pupil, whatever their prior life.

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. The Headteacher, Senior Management Team and executive team will review the financial implications of the School Accessibility Plan as part of the normal budget review process.



3. Action plan

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

Objective 1: Increase access to the curriculum for pupils with a disability			
Current good practice Include established practice and practice under development	Objectives for Improvement State short, medium and long-term objectives	Actions to be taken	Monitoring of Plans
<p>Our school offers an inclusive curriculum for all pupils where resources are adapted to meet the needs of individual learners.</p> <p>We scaffold learning into small chunks with a focus on clarity of explanation.</p> <p>We use visuals to support all children within lessons.</p> <p>The curriculum is reviewed regularly to ensure that it meets the needs of all pupils.</p> <p>Curriculum resources include examples of people who have a disability to usualise this protected characteristic.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Interventions are planned and timetabled to support pupils to achieve their targets.</p>	<p>To ensure learning is adapted effectively and inclusive classroom approaches are implemented consistently to support pupils with SEND across all subjects</p>	<p>Staff training for both teachers and support staff to embed inclusive classroom strategies consistently across the curriculum.</p> <p>Sharing of the Kippax Greenfield Approach to inclusion within the classroom based on research from the EEF and leading professionals in inclusion.</p> <p>Additional resources to be provided to staff as needed to support adaptation within the classroom.</p> <p>Deliberate practice sessions on individual elements of inclusion as brought up in coaching/observations.</p> <p>SENDCo to research sensory solutions for the classroom to support all learners within the classroom.</p>	<p>Half termly monitoring of lessons with Headteacher and SENDCo</p> <p>Lead on inclusion for the trust to monitor at 3 points during the year for external validation.</p> <p>Termly pupil voice with the SENDCo and once a year with the SEND Governor.</p>
	<p>To ensure targets are set effectively and are appropriate for pupils with additional needs</p>	<p>CPD for teachers about provision map software and the setting of targets for children with additional needs.</p>	<p>Monitoring of the targets by the SENDCo.</p>



		<p>Involvement of children and families in target setting termly. Regular reviews with the class teacher / parents and the SENDCo (where needed) to discuss progress towards the targets.</p> <p>Accessing support from professionals where needed to input into plans e.g. speech and language therapists, school nurses, VI team,</p> <p>SENDCo to support staff with the writing of targets and ensure consistency of language and targets through school.</p>	<p>Termly pupil voice with the SENDCo and once a year with the SEND Governor. Recording of review meetings with families.</p>
	<p>Increased staff training on meeting the needs of pupils who are or may be neurodivergent due to long waiting lists for support from CAMHS and educational psychologist support.</p>	<p>Audit the training staff have already received around Neurodiversity.</p> <p>All staff within school to attend Level 1 Autism Awareness training. At least 2 members of staff to undertake Level 2 training.</p> <p>SERTS Training to be delivered by Speech and Language Therapist working within school to SENDCo.</p> <p>SENDCo to work with key members of staff around SERTS training.</p> <p>Inclusive Classroom strategies used within school to allow children when needed to take brain breaks, have sensory toys available as needed.</p>	<p>SENDCo to complete an audit of training undertaken within school and plan training accordingly following this.</p> <p>SENDCo to assess the needs of pupils within school and ensure classroom provision is correct for them with adaptations made where needed.</p> <p>Head Teacher, SENDCo and Learning Mentor to monitor key children within school.</p>



		Carefully planned interventions support the needs of learners. To work with external agencies.	
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Objective 2: Improve and maintain access to the physical environment

Current good practice Include established practice and practice under development	Objectives for Improvement State short, medium and long-term objectives	Actions to be taken	Monitoring of Plans
The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Access from the school building straight outside onto the playground - With doors that open wide enough for wheelchair access 	To ensure children with sensory needs are catered for and their needs are met.	Audit of sensory needs of children where appropriate. Introduction of sensory areas for specific learners to access Use of visual symbols for specific resources and areas around school. Creation of low arousal spaces within school.	Plan to be monitored by Head teacher, SENDCo and teachers annually and as learners' needs arise. Premises health and safety committees and LSC to review annually.
	To ensure children with physical health/disabilities and visual or hearing impairments are taught in a classroom where they have free movement and access.	Audit of classroom spaces for accessibility for all pupils with additional needs. Adjustments to arrangement of furniture as required. Purchase of additional resources as directed by physio/OT advice/DAHIT/VI.	
	For an accessible toilet and care suite to be installed in school	Site visit by appropriate staff to review/support facilitation of accessible toilets in school.	



Objective 3: Improve the delivery of information to pupils, staff, parents/carers and visitors

Current good practice Include established practice and practice under development	Objectives for Improvement State short, medium and long-term objectives	Actions to be taken	Monitoring of Plans
<p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>Within lessons, careful and deliberate thought is put into how learning is delivered including:</p> <ul style="list-style-type: none"> ● Dyslexia friendly slides ● Clear use of visuals ● Simple instructions given with a clear focus ● Coloured overlays and paper ● Large print texts <p>All relevant pupils have SEND Learning Plans, Intimate Care Plans, Health Care Plans and Individual Pupil Risk Assessments which are reviewed regularly with the pupils, staff, parents and relevant professions.</p>	<p>To ensure all staff create inclusive learning environments</p>	<p>Staff CPD in the inclusive classroom then deliberate practice and coaching following on from this.</p> <p>Revisit Dyslexia friendly working with staff.</p> <p>Audit classroom environments to ensure they are supportive of learning and free from distraction.</p>	<p>Head Teacher and SENDCo termly</p>
	<p>To ensure communication around school is fit for all pupils and staff</p>	<p>Review signage around school to ensure it is appropriate, including visuals where needed.</p> <p>Visual timetables in all classrooms consistently.</p> <p>Large print resources available when needed</p> <p>Regular meetings with SEND parents through the introduction of a coffee morning to include their voices in next steps.</p>	
	<p>To ensure information within the public domain for families to access is correct and up to date</p>	<p>Ensure the website is updated and information is easy to access.</p> <p>Use of social media to communicate information to families.</p>	



Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Public Sector Equality Duty: Equality information and objectives statement for publication
- Special Educational Needs and Disability (SEND) Information Report
- SEND Policy
- Supporting Pupils With Medical Needs Policy
- Supporting Pupils With Medical Needs Who Cannot Attend School Policy