

# Kirkby Stephen Primary School



## Accessibility Plan

| Approved by KSPS Governing Body |                    |
|---------------------------------|--------------------|
| Name:                           | Andrea Dixon       |
| Position:                       | Chair of Governors |
| Signed:                         | Andrea Dixon       |
| Date:                           | June 26            |
| Review date:                    | June 27            |

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description                                                                                              | Date of Revision |
|----------------|------------------------------------------------------------------------------------------------------------------|------------------|
| 1              | Original                                                                                                         | March 2012       |
| 2              | Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE                  | January 2013     |
| 3              | Reformatted only                                                                                                 | February 2014    |
| 4              | Reformatted only                                                                                                 | February 2015    |
| 5              | Reformatted only                                                                                                 | May 2017         |
| 6              | Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)                                    | September 2018   |
| 7              | Reviewed – links checked                                                                                         | October 2019     |
| 9              | Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty | September 2023   |
| 10             | Reviewed, no change to content                                                                                   | September 2024   |
|                |                                                                                                                  |                  |
|                |                                                                                                                  |                  |
|                |                                                                                                                  |                  |

## CONTENTS

|            |                                                                                                                                                           |          |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>1.</b>  | <b>Introduction .....</b>                                                                                                                                 | <b>1</b> |
| <b>2.</b>  | <b>Definition of disability .....</b>                                                                                                                     | <b>1</b> |
| <b>3.</b>  | <b>Reasonable adjustments .....</b>                                                                                                                       | <b>2</b> |
| <b>4.</b>  | <b>Public sector equality duty .....</b>                                                                                                                  | <b>3</b> |
| <b>5.</b>  | <b>Aims of the accessibility plan .....</b>                                                                                                               | <b>3</b> |
| <b>6.</b>  | <b>Key objectives .....</b>                                                                                                                               | <b>4</b> |
| <b>7.</b>  | <b>Contextual information .....</b>                                                                                                                       | <b>4</b> |
| <b>8.</b>  | <b>Development of the plan .....</b>                                                                                                                      | <b>4</b> |
| 8.1        | Vision and values .....                                                                                                                                   | 4        |
| 8.2        | Information from pupil data and school audit .....                                                                                                        | 4        |
| 8.3        | Views of those consulted during the development of the plan .....                                                                                         | 5        |
| <b>9.</b>  | <b>Scope of the plan.....</b>                                                                                                                             | <b>5</b> |
| 9.1        | Increasing the extent to which disabled pupils can participate in the school curriculum .....                                                             | 5        |
| 9.2        | Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services ..... | 6        |
| 9.3        | Improving delivery of information that is provided in writing for disabled pupils .....                                                                   | 7        |
| 9.4        | Financial planning and control .....                                                                                                                      | 7        |
| <b>10.</b> | <b>Implementation .....</b>                                                                                                                               | <b>7</b> |
| 10.1       | Management, coordination and implementation.....                                                                                                          | 7        |
| 10.2       | Monitoring.....                                                                                                                                           | 7        |
| 10.3       | The role of the LA in increasing accessibility .....                                                                                                      | 8        |
| 10.4       | Accessing the school's plan .....                                                                                                                         | 8        |
| <b>11.</b> | <b>Related policies .....</b>                                                                                                                             | <b>8</b> |

***This page is intentionally blank for printing purposes***

## 1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day-to-day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

### **3. Reasonable adjustments**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

#### **4. Public sector equality duty (PSED)**

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

#### **5. Aims of the accessibility plan**

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. Pupils should be provided with the opportunity to experience, understand and value diversity.

In Kirkby Stephen primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan

The Action Plan for physical accessibility relates, in part, to Asset Management Plans (access section) of the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

## **6. Key objectives**

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges.
  - Responding to a pupil's diverse learning needs.
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **7. Contextual information**

Kirkby Stephen Community Primary school is a mainstream school for boys and girls aged 3- 11 years old. The school is in the centre of the town and serves a wide catchment area with many children travelling in from the outlying countryside. The school comprises of one school building which has been extended over the years. An onsite carpark is available and the younger children have access to outdoor provision. All children have access to a large playground and school field. There is disability access for all areas of the school. We have an accessible toilet available in the centre of the school.

## **8. Development of the plan**

### **8.1 Vision and values**

Our School:

- Has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.
- Is committed to identifying and then removing barriers to disabled students in all aspects of school life.
- Values the individual and the contribution they make to all aspects of school life.
- Will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education.
- Acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.
- Will continue to focus on removing barriers in every area of the life of the school.
- Is committed to embracing equal opportunities for all members of the school community.

### **8.2 Information from pupil data and school audit**

- The school has identified that we have, as at the start of the academic year 2025/2026 we have no students regarded as having a disability within the meaning of the Equality Act.

- Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

### 8.3 Views of those consulted during the development of the plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/department, safety committee;
- set up a structure to allow the views of students, both able and disabled to be considered;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

## 9. Scope of the plan

### 9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Stateminting and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

We aim to provide a full broad and balanced curriculum for all our pupils, staff are aware of the importance of Quality First Teaching and the importance of meeting the needs of all pupils in their class.

We ensure teaching and learning is accessible through school and classroom organisation and deployment of staff, timetabling, curriculum options and staff information and training.

We will plan to review access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework.

The accessibility strategies and plans will help to ensure that schools/settings are planning and preparing to respond to the particular needs of individual pupils.

## **9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services**

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

The school premises are monitored, improvements are identified and form part of the premises committee responsibilities.

This planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing body will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Provision of sensory areas and / or quiet spaces for neurodivergent pupils and those with mental health issues such as anxiety disorders.

- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on school funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

### **9.3 Improving delivery of information that is provided in writing for disabled pupils**

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **9.4 Financial planning and control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **10. Implementation**

### **10.1 Management, coordination and implementation**

In response to any identified need our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

### **10.2 Monitoring**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will aim to:

- identify targets
- review the physical accessibility of school buildings
- improve levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- increase levels of achievement for pupils with disabilities;

### **10.3 The role of the LA in increasing accessibility**

We will look to the LA to:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents as appropriate.
- promote collaboration through the provision of information aimed at sharing good practice.
- encourage liaison between special and mainstream schools to share expertise and pupil placement as appropriate
- ensure that schools/settings are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- inform schools/settings how information can be provided in a number of different formats.

### **10.4 Accessing the school's plan**

This will be done through:

- The school website open to all visitors to the site;

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools/settings and staff.

## **11. Related policies**

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

- Curriculum Policies
- Equality Policy, Action Plan and Objectives
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- Complaints Procedure

***This page is intentionally blank for printing purposes***

## Kirkby Stephen Primary School

### ACCESSIBILITY PLAN 2026 – 2029

#### IMPROVING ACCESS TO THE CURRICULUM

| Target                                                                                                     | Strategy                                                                                                                                                                                                                                                                                                                                                      | Outcome/success criteria                                                                                                                                                   | Resources and Timeframe                                                                                                                                                                              | Lead                        | Date Complete |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------|
| SEND and Medical register and information on children with additional needs to be regularly updated.       | Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Arbor with relevant developments. Ensure Medical register and Care plans are up-to-date on Arbor. Make SEND and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies to ensure we receive up to-date reports. | SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.                                                          | To be continually updated but checked termly.                                                                                                                                                        | Class teachers<br>SENDCo    | On going      |
| Effective communication and engagement of parents.                                                         | Termly meeting with parents and carers. Termly review meetings with parents of children with IEP's and EHCPs.<br>Parent voice recorded on plans                                                                                                                                                                                                               | Increased engagement of parents.                                                                                                                                           | Ongoing. Termly meetings.                                                                                                                                                                            | Class teachers<br>SENDCo    | On going      |
| Effective communications with local nurseries and secondary schools to provide quality transition.         | To identify pupils who may need additional to or different provision for the September. SENDCo to build relations with other local SENDCOs.                                                                                                                                                                                                                   | Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.                                                  |                                                                                                                                                                                                      | EYFS Phase Leader<br>SENDCo |               |
| Training for staff on increasing access to the curriculum for all learners and removing potential barriers | Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies.<br>TA training on adapting lessons and using scaffolding for pupils with additional needs.<br>Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 session with teachers who need bespoke guidance for pupils.                   | Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.                                         | -Staff meeting time<br>-TA training -<br>SENDCo/Teacher's time<br>Ongoing All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes. | HT<br>SLT<br>SENDCO         |               |
| Use appropriate assessment tools and activities for children working pre-key stage.                        | Ensure staff are familiar with SEN assessment tool. Use other professionals' suggestions for adaptations of the curriculum. SENDCo to attend SEND cluster meetings and see what other local schools (including special schools) are doing to support pupils working pre-key stage.                                                                            | Children working pre-key stage will have consistent approaches for assessment and planning.<br>Children working pre-key stage will access every subject in a tailored way. | Annual training Introduced to new staff during induction                                                                                                                                             | HT<br>SLT<br>SENDCO         |               |

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                   |                                                                                                                         |                                  |          |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------|
| To ensure that the medical needs of all pupils are met fully within the capability of the school.                                     | To liaise with parents.<br>To liaise with external agencies.<br>Make relevant referrals to external agencies<br>To identify training needs.                                                                                                                                                                                                                                                                                                                                  | All advice acted upon. All pupils' needs are met and they are able to access the curriculum.                                                                                                      | On going                                                                                                                |                                  | On going |
| Appropriate specialised equipment is used to benefit individual pupils and staff.                                                     | Ipads available to support children with difficulties.<br>Sloping boards for children with physical disabilities.<br>Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment.<br>Use IT to support learning.<br>LBQ and Dyslexia Gold<br>Upgrade laptops for improved technologies for efficient access to learning | SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.                                                                             | One year and on going                                                                                                   |                                  |          |
| Interventions are used appropriately to help children make progress in targeted areas and skills.                                     | Track intervention success on Assessment system.<br>Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions.<br>Improve gross and fine motor skills interventions.<br>Improve sensory interventions.                                                                                                                            | Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress. | -Insight -Training on new interventions through external professionals -<br>Resources required to deliver interventions |                                  |          |
| All children continue to be visible in the curriculum and resources.                                                                  | Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.                                                                                                                                                                                                                                                                                      | Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.                                          | -Books –<br>Teacher-made resources for lessons eg. teaching slides -Visitors                                            | Class teachers<br>SENDCo<br>TA's |          |
| Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children | Access support and assessments from Visual and Hearing-Impaired Specialists to ensure that all staff have a clear understanding of pupil's needs and the necessary strategies to ensure the curriculum is fully accessible to them.<br>Access different forms of text available                                                                                                                                                                                              | Support is accessed and/or referrals to specialist help where appropriate                                                                                                                         | Ongoing                                                                                                                 |                                  |          |
| All staff are aware of the impact of how speech and language difficulties can impose on accessing the curriculum                      | All staff have a clear understanding of how to identify and report concerns to SENCO.<br>Differentiated planning                                                                                                                                                                                                                                                                                                                                                             | Support is accessed and/or referrals to Speech and Language Therapy where appropriate                                                                                                             | Ongoing                                                                                                                 | Reviewed termly                  |          |

## Improving access to the physical environment

| Target                                                                                                           | Strategy                                                                                                                                                                                                                                                                                             | Outcome/success criteria                                                                                                                                                                                                                                 | Resources and Timeframe                                                                      | Lead                                  | Date Complete |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------|---------------|
| Fire and emergency evacuation procedures to be in place for those with additional needs                          | Ensure all staff are aware of their responsibilities in the event of an evacuation<br>Regular fire drills & recording in the fire drill log book.<br>Implement personal emergency evacuation plans (PEEPS)                                                                                           | PEEPS in place if necessary<br>Informed staff and efficient evacuation procedures                                                                                                                                                                        | Ongoing<br>Applied as necessary                                                              |                                       | On going      |
| All educational visits to be accessible to all<br>Evaluate day and residential trips in light of current cohort. | 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.<br>Pre-visits and planning required for residential stays if SEND children are coming<br>Use of Evolve.                           | All SEND pupils are able to access all trips during their time at Kirkby Stephen Primary School and participate in activities                                                                                                                            | Ongoing                                                                                      | HT and DHT                            | On going      |
| To be aware of access needs for pupils, staff, governors, parents/carers and visitors with disabilities          | To create access plans for individual disabled pupils as part of the IEP process as and when required.<br>Be aware of staff, governors and parents access needs and meet as appropriate, including wheelchair access into hall and school office<br>Consider access needs during recruitment process | IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met. Parents have full access to all school activities.<br>Access issues do not influence recruitment and retention issues. | Ongoing                                                                                      | HT and DHT<br>All Staff               | On going      |
| Ensure all children feel safe and involved at playtimes.                                                         | Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher.                                                                                                                                                                           | Children feel safe in school – evidence in survey results from children.                                                                                                                                                                                 | -Training for play leaders<br>vulnerable children meeting -<br>Buddy system for new children |                                       | On going      |
| Maintain safe access round the interior and exterior of the school.                                              | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff.                                                                                                               | There is safe access throughout the school                                                                                                                                                                                                               |                                                                                              | Governors<br>Headteacher<br>All staff | On going      |

## Improve the access and delivery of information

| Target                                                                                                                       | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                    | Outcome/success criteria                                                                                                                                         | Resources and Timeframe      | Lead         |          |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|----------|
| 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.<br>Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers.<br>Invite parents in who may need support completing forms.<br>Provide suitably enlarged, clear print<br>Use matt laminates/visual timetables for pupils with a visual impairment | Parents are able to access all information and complete forms independently or with assistance Excellent communications.<br>Ongoing appropriate use of resources | Ongoing<br>Google translates | SLT          | On going |
| Ensure information is received and understood for parents where English is an additional language.                           | Have a conversation to reiterate information and check understanding.                                                                                                                                                                                                                                                                                                                                                       | Information is better understood and responded. Pupils and/or parents feel supported and included                                                                | Ongoing                      | SLT          | On going |
| School website to be accessible and easy to navigate.<br>Review documentation on website to check accessibility for parents. | Audit of website<br>Review of needs with website providers 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.                                                                                                                                                                                  | Website is accessible to all and information is clearly presented                                                                                                | Ongoing                      | ALT<br>ADMIN | On going |