

KNOWSLEY VILLAGE COMMUNITY PRIMARY SCHOOL
ACCESSIBILITY PLAN

At Knowsley Village School we set out to ensure the Equality and Diversity Act 2010 supports the removal of barriers in every area of school life for disabled children and adults. This aim is also underpinned by the School's Mission Statement and other policies to ensure that all pupils, their families and also employees are given equality of opportunities.

| <u>PHILOSOPHY</u> | <u>PRINCIPLES</u> | <u>PROCEDURES</u> | <u>PERFORMANCE</u> |
|--|---|---|---|
| We believe that: 1. All pupils should have full access to a broad, balanced, relevant and differentiated curriculum including the National Curriculum. | We will ensure: ♦ That the curriculum is adapted, where required to allow all pupils to have access to the curriculum. | In detail, we will: ♦ Ensure that all lessons/lesson plans are differentiated sufficiently to allow for full access by all pupils. | We will: ♦ Evaluate our lessons and identify the targets and steps to be taken to allow access to the curriculum for all pupils. |
| 2. The physical environment of the school should allow for accessibility for all. | ♦ Physical, visual or hearing impairments are not barriers to pupils, staff or visitors within Knowsley Village Community Primary School. ♦ Health and safety issues fully take into account the needs of pupils, staff and visitors with impairments. ♦ The facilities of the school meet, or are adaptable enough, to meet the needs of all pupils, staff and visitors. | ♦ Carry out an access audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. ♦ Include within health and safety/ safeguarding meetings an agenda item that focuses on access issues. ♦ Within the School Development Planning process, identify issues of accessibility for pupils, staff and visitors with an impairment. | ♦ Produce outcome targets that will outline the steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors. |

| <u>PHILOSOPHY</u> | <u>PRINCIPLES</u> | <u>PROCEDURES</u> | <u>PERFORMANCE</u> |
|--|--|---|--|
| <p>We believe that:</p> <p>3. Clear communication – both written, visual and spoken, is vital if the needs of pupils and visitors whose first language is not English or who have a reading or visual impairment, are to be fully met</p> | <p>We will:</p> <ul style="list-style-type: none"> ◆ Make every effort to ensure that communications within and between school and home are accessible to all. | <p>In detail, we will:</p> <ul style="list-style-type: none"> ◆ Seek the advice of the visual impaired services in adapting communications within school and between home and school. ◆ Use other formats for communication, e.g. talking books with those parents who may have a reading difficulty. ◆ Liaise with interpretation services where parents/pupils whose first language is not English, require their assistance. | <p>We will:</p> <ul style="list-style-type: none"> ◆ Produce outcome targets that will outline the steps to be taken to improve communications between pupils and parents. |

APPENDICES

APPENDIX 1 IDENTIFYING BARRIERS TO ACCESS (AUDIT)

| <u>QUESTION/ISSUES</u> | <u>YES/ NO</u> | <u>COMPLETED</u> | <u>IN PROGRESS</u> | <u>NOT YET ADDRESSED</u> | <u>SOURCE</u> |
|---|--------------------|------------------|--------------------|------------------------------|----------------------|
| 1. Are school visits made accessible to all pupils irrespective of attainment or impairment? | Yes | ✓ | | | Policy |
| 2. Are there preparation for entry into school? Admissions. | Yes | ✓ | | | Policy |
| 3. Are pupils all taught according to their need?. | Yes | ✓ | | | Policy |
| 4. Is there a homework policy in place? | Yes | ✓ | | | Policy |
| 5. School discipline/behaviour procedures | Yes | ✓ | | | Policy |
| 6. Exclusion procedures. | Yes | ✓ | | | Policy |
| 7. School clubs and activities open to all. | Yes | ✓ | | | Policy |
| 8. School trips open to all | Yes | ✓ | | | Policy |
| 9. The school's arrangements for working with other agencies. | Yes | ✓ | | | Policy |
| 1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils? | Yes | ✓ | | | SEN training records |
| 2. Do staff recognise and allow for the mental effort expended by some pupils, for example using lip-reading? | Yes | ✓ | | | Observation |
| 3. Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work? | Yes | ✓ | | | Observation |
| 4. Are there high expectations of all pupils? | Yes | ✓ | | | Monitoring |
| 5. Do staff seek to remove all barriers to learning and participation? | Yes | ✓ | | | Monitoring |
| 6. Access to the curriculum. | Yes | ✓ | | | Observation |
| 7. School policies, e.g. anti-bullying, SEN policies, health and safety. | Yes | ✓ | | | Policy |

IDENTIFYING BARRIERS TO ACCESS (AUDIT)

| <u>QUESTION/ISSUES</u> | <u>Yes/ No</u> | <u>COMPLETED</u> | <u>IN PROGRESS</u> | <u>NOT YET ADDRESSED</u> | <u>SOURCE</u> |
|---|--------------------|------------------|--------------------|------------------------------|--------------------|
| 1. Do all external entrances to the buildings allowing wheelchair access? | Yes | √ | | | H&S Audit |
| 2. Are all playgrounds accessible to wheelchairs? | Yes | √ | | | H&S Audit |
| 3. Are all classrooms accessible to wheelchairs? | Yes | √ | | | H&S Audit |
| 4. The movement of children inside the buildings. All areas accessible. | Yes | √ | | | H&S Audit |
| 5. The movement of children outside and around the buildings. | Yes | √ | | | H&S Audit |
| 6. School Meals provision – access to tables/chairs. | Yes | √ | | | H&S Audit |
| 7. Collective worship – access to assembly hall. | Yes | √ | | | H&S Audit |
| 8. P.E. equipment. – access | Yes | √ | | | H&S Audit |
| 9. Toilets – access, also access for parents to use changing facilities and disabled toilet off the hall. | Yes | √ | | | H&S Audit |
| | | | | | |
| | | | | | |
| <u>QUESTION/ISSUES</u> | <u>Yes/ No</u> | <u>COMPLETED</u> | <u>IN PROGRESS</u> | <u>NOT YET ADDRESSED</u> | <u>SOURCE</u> |
| 1. Do lessons provide opportunities for all pupils to achieve? | Yes | √ | | | T&L observation |
| 2. Are lessons responsive to pupil diversity? | Yes | √ | | | T&L observation |
| 3. Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Yes | √ | | | T&L observation |
| 4. Are all pupils encouraged to take part in music, drama and physical activities? | Yes | √ | | | Eq. Opp Policy |
| 5. Do staff provide alternative ways of giving access to experience | Yes | √ | | | Observation |

| | | | | | |
|---|------------|---|--|--|-----------------------------------|
| 6. Do you provide access to computer technology appropriate for students with disabilities? | Yes | √ | | | Observation SEND |
| 7. Does the teaching and learning policy and practice consider access? | Yes | √ | | | T&L Policy |
| 8. Does classroom organisation consider curriculum access? | Yes | √ | | | Observation |
| 9. Does lesson timetabling consider access where appropriate | Yes | √ | | | Observation |
| 10. Assessment and examination arrangements. | Yes | √ | | | Observation/ SATs procedure |
| 11. Preparation of pupils for the next phase of education. | Yes | √ | | | Policy |
| | | | | | |

| <u>QUESTION/ISSUES</u> | <u>Yes/ No</u> | <u>COMPLETED</u> | <u>IN PROGRESS</u> | <u>NOT YET ADDRESSED</u> | <u>SOURCE</u> |
|--|-----------------------|------------------|--------------------|------------------------------|---------------------|
| 1. Do you provide information in simple language, symbols, large print, talking books, or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | Yes | √ | | | Observation |
| 2. Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, interactive apps and describing diagrams? | Yes | √ | | | Observation |
| 3. Do you have the facilities such as ICT to produce written information in different formats? | Yes | √ | | | Observation |
| 4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | Yes | √ | | | SENDco surgeries |
| 5. Do School announcements consider access to all? | Yes | √ | | | Website, Letters |
| 6. Are the school's arrangements for all external signs for visitors adequate in terms of accessibility? | Parti ally | | √ | | H+S audit |
| 7. Are the school's alarms accessible to all? | Yes | √ | | | H+S audit |

APPENDIX 2

AIM: TO IMPROVE THE ACCESS TO SCHOOL FOR ALL PUPILS, STAFF AND VISITORS

Lead Person(s)/Team: The Senior Leadership Team and Governing body

▪ ACCESS ACTION PLAN

| <u>AUDIT INFORMATION</u> | <u>OBJECTIVES</u> |
|----------------------------|--|
| <u>Physical Access:</u> | <ul style="list-style-type: none">▪ To improve physical access to nursery outdoor play area to be fully inclusive (ACHIEVED)▪ SLT/Site manager to monitor classrooms regularly and ensure physical access. Feedback to staff following formal inspections. (ONGOING) |
| <u>Curriculum Access:</u> | <ul style="list-style-type: none">▪ Ensure lesson planning in all subject addresses the issue of inclusion.▪ Effective use of P.P.P.s during lessons (To continue to be monitored by SENDco and reviewed termly)▪ Raise staff awareness when addressing inclusion issues in all curriculum subjects, providing an inclusive classroom environment. (ONGOING AND ADAPTING AS NEEDED)▪ To provide IT equipment for children with SEND if necessary to access the curriculum e.g. spell checkers, laptop, iPads. (Ongoing as need change)▪ Monitor classroom and lesson organisation for access issues during lesson observations. (To be monitored on observation cycles)▪ To consider the SEMH needs of all pupils and ensure regular training and support for all staff to support pupils with SEMH needs to ensure they have full access to all aspects of the curriculum and school life. |
| <u>Information Access:</u> | <ul style="list-style-type: none">▪ Investigate and develop information access arrangements, including internal and external signage, newsletters, prospectus, and the school notices.▪ Improve the range of media and arrangements for communicating with parents. (Ongoing)▪ Raise the awareness amongst staff of the alternative technology and practices developed to assist people with disabilities. |

APPENDIX 3

▪ ACCESS ACTION PLAN - ANNUAL OBJECTIVES -

PHYSICAL ACCESS:

| <u>OBJECTIVE</u> | <u>TIMESCALE</u> | <u>ACTION TO BE TAKEN</u> | <u>OUTCOME/ EVIDENCE</u> | <u>PERSONNEL INVOLVED</u> | <u>RESOURCES/COST</u> |
|--|------------------------------------|---|--|--|-----------------------|
| 1. To improve access to the outdoor EYFS environment for all pupils in all weathers. | ♦ Spring 2023 - Autumn 2024 | ♦ To provide a soft surface which is available to use in all weathers | ♦ Accessibility of Nursery outdoor environment is available to all pupils. | ♦ Headteacher ♦ Site manager ♦ SENDco ♦ EYFS Lead | Astroturf |

CURRICULUM ACCESS:

| <u>OBJECTIVE</u> | <u>TIMESCALE</u> | <u>ACTION TO BE TAKEN</u> | <u>OUTCOME/ EVIDENCE</u> | <u>PERSONNEL INVOLVED</u> | <u>RESOURCES</u> |
|--|---|--|---|---|--|
| 1. To use IT to enable all pupils to fully access the curriculum. | ♦ On-going Build into annual Subject Lead's and SENDco action plans. | ♦ Continue to monitor curriculum delivery – lessons, lesson plans and classrooms. ♦ (ON GOING) ♦ Plan appropriate training where required e.g. in differentiation, multi-sensory, motor difficulties, ASC. (ON GOING) ♦ Monitor the use and requirement of IT equipment eg spell checkers, laptop, Ipads (ON GOING) | ♦ All pupils are given the opportunity to participate in the full curriculum offered by the school, including the wider/extra curriculum. ♦ Staff are more able to meet the requirements of pupils needs using IT to effectively access the full curriculum. | ♦ SLT ♦ SENDCO ♦ Curriculum Leads ♦ Class teachers ♦ All staff ♦ Governors | IPads CLC Laptops Apps |
| 2. To enable all children to access creative curriculum, link to vulnerable children | On going | To annually budget according to Pupil Premium. (ON GOING) | All Pupils accessing curriculum, through class evaluations, assessments and evidence of access to trips etc | | See appendix pupil premium funding |
| 3. To ensure all classrooms have the appropriate climates for learning suitable to their age range and need. | On going | Regular staff meeting and staff training on classroom environment and all staff adhere to non-negotiable for classroom environment and behaviour. | All classes to demonstrate an appropriate climate for learning matched to their pupils needs | | Display resources, laminating pouches etc to come from phase budgets. TA's |

INFORMATION ACCESS:

| <u>OBJECTIVE</u> | <u>TIMESCALE</u> | <u>ACTION TO BE TAKEN</u> | <u>OUTCOME/EVIDENCE</u> | <u>PERSONNEL INVOLVED</u> | <u>RESOURCES</u> |
|---|-------------------------|---|--|---|-------------------------|
| 3. To examine how to make written communication and signage more accessible for parents through the use of alternative formats, medias and/or translations. | ♦ Ongoing | ♦ Liaise with the appropriate services (Hearing and Visual Impaired Services) and interpretation agencies, in providing written material for parents in alternative media formats | ♦ Written communications to parents offered in different formats and languages (where required.) | ♦ SLT ♦ Hearing and Visual Impaired Service ♦ Interpretation Services /EAL ♦ Governors | Signs EAL services |