



The Kite Primary Federation





Flying Higher Together



The Kite Primary Federation Accessibility Plan

Description:	This document outlines the Federation's Accessibility policy .
Status:	Statutory Policy
Policy Audience:	Staff, Pupils & Parents/Carers
School Contact:	EHT/CofG /SBM
Other related School policies and procedures:	Child Protection, Equalities Policy, SEN Local offer, Positive Behaviour Policy and Procedure, Health and Safety Policy, Supporting Children with Medical Needs
Governor Committee:	FGB
Approved :	Summer Term 2023
Frequency of review:	Every 3 years
Latest Date for Next Review:	Summer Term 2026

Executive Head Teacher	Sign & Date:	 8 th June 2023
Chair of Governing board	Sign & Date:	 9 th June 2023

Contents

1. Aims	2
2. Legislation and Guidance.....	2
3. Monitoring Arrangements.....	2
4. Action Plan.....	3

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Federation ethos and values state that:

We treat everyone with love and mutual respect.

We persevere, we challenge ourselves, we try our best.

We know our children as individuals.

The plan will be made available online on the schools' websites, and paper copies are available upon request.

Our Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Federation supports any available partnerships to develop and implement the plan.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed by the EHT every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Premises and H&S committee.

4. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our schools offer a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Targets are set effectively and are appropriate for pupils with additional needs 		<ul style="list-style-type: none"> • The curriculum is reviewed to make sure it meets the needs of all pupils • Curriculum progress is tracked for all pupils, including those with a disability • Consistency of provision and approach for pupils with SEN and disabilities across the federation – including target setting and resources 	Review overview of the curriculum – ensuring curriculum coverage of NC as well as accessibility for all pupils; including pupils with a range of disabilities	DHTs	September 2025	A well organised, progressive curriculum in place
				Tracking of non-core subject progress	Subject leaders	Ongoing (varying by subject and leader)	Tracking system in place
				SENCo to work collaboratively across the schools	SENCo	September 2024	SEN provision and approach consistent and high quality; ensuring access for all

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment at Stockcross has the following features:</p> <ul style="list-style-type: none"> • Some access ramps • Sufficient corridor width • Disabled toilets • library shelves at wheelchair-accessible height <p>The environment at Welford and Wickham has the following features:</p> <ul style="list-style-type: none"> • Some limited access ramps • Disabled toilet access • Some library shelves at wheelchair-accessible height 	<p>Stockcross: To ensure that the site is fully accessible for pupils, parents and staff</p> <p>Welford and Wickham: To ensure that adaptations are made for pupils, staff and parents to access the site. This may include or require a re-organisation of classrooms due to the upstairs classroom.</p> <p>KPF: To ensure SAPs and provision maps consider the physical environment of the school.</p> <p>KPF: To ensure site safety for all pupils, staff and visitors.</p>	<p>Stockcross: Adaptations / adjustments made as needed</p> <p>Welford and Wickham: re-organisation of classrooms as required</p> <p>SAPs note any barriers to access</p> <p>KPF: Disabled parking bays to be defined within the bay or within the car park.</p> <p>KPF: Regular monitoring of the school sites to ensure safety and accessibility</p>	<p>FGB / premises</p> <p>EHT / DHT</p> <p>CTs / SENCo</p> <p>FGB / Premises committee / Premises officer</p> <p>Premises committee / Premises officer</p>	<p>Ongoing</p> <p>As required</p> <p>As required</p> <p>July 2024</p> <p>Termly</p>		

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our schools use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources when required • Pictorial or symbolic representations • Dojo which can be translated by the reader • Translation tools / apps to be used by pupils 		To ensure that information is delivered to all (parents, staff, pupils) in a way that is accessible	<p>Ongoing review of the communication methods to ensure accessibility. Consider the use of braille and induction loops if required.</p> <p>To work with the sensory consortium in ensuring the best resources are used to ensure accessibility of communications</p>	<p>EHT</p> <p>SENCo / DHT / EHT</p>	<p>Ongoing</p> <p>When required</p>	<p>Communications are accessible to all</p> <p>Advice from Sensory Consortium actioned</p>