



Kidbrooke Park Primary School
Accessibility Plan

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PARTNERSHIP OF SCHOOLS

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from Autumn 2024 – Autumn 2027. It will be reviewed kept under review bi-annually and shared with the local school committee.

Kidbrooke Park Primary School is a 2-form entry primary school with a nursery setting. The school was built in 2017 and is a fully accessible school: corridors are wide; and a lift ensures access to the second floor.

1. 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.

2. Kidbrooke Park Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- 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; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Trust Teaching and Learning document
- Health & Safety
- Equalities Action Plan
- Inclusion Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period to inform the development of the new Plan for the following period.

9. The Plan will be monitored through the local school committee.

10. The school will work in partnership with the Trust developing and implementing this plan.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. The Plan will be reviewed bi-yearly.

Kidbrooke Park Primary School Accessibility Plan 2024-2027

| Improving the Curriculum Access at Kidbrooke Park Primary School | | | | |
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| Target | Strategy | Responsibility | Success Criteria | Timeframe |
| To ensure pupils working within the lowest 20% are targeted to narrow the gap with their peers | Delivery of Early Talk Boost intervention in Nursery to ensure all children make required progress. | SLT Inclusion team | Assessment procedures indicate that pupils receiving targeted interventions are making accelerated progress and are reaching age-related expectations. | Ongoing |
| | Delivery of Neli intervention in Nursery to ensure all children make required progress. | | | Ongoing |
| | Parent workshops on specific areas of the curriculum | SLT | Parents attending workshops will feel confident in supporting their children's learning and understanding of curriculum. | Ongoing |
| Provide staff with the skills they need to support a range of needs | Training for support staff | Inclusion Team | Support staff able to work with increased knowledge and provide appropriate support for children | ongoing |
| Regular review and evaluation of progress and need | Termly learning support meetings to take place to assess and address pupil needs in line with EHCPs | Inclusion Team | Pupil needs reviewed and being addressed. | Via annual EHCP assessment; |
| All children able to access the curriculum | Training for teachers on adapting the curriculum for disabled children as required | SLT | All teachers can more fully meet the requirements of disabled childrens' | Ongoing |

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| | | | needs with regards to accessing the curriculum | |
| Ensure staff are aware of the specific needs for children living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Provide relevant training and support for specific staff (Learning Mentors and 1:1 TAs) | EYFS | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. | Ongoing |
| Staff trained to meet individual medical needs of children where applicable | Provide relevant training and support for specific staff (Learning Mentors and 1:1 TAs) | Inclusion Team and external agencies | Staff training completed for relevant teams Epi pen training and diabetes awareness training for relevant staff in line with pupil needs | Ongoing |
| All out-of-school activities are planned to ensure the participation of all children | Careful risk assessments and research undertaken to ensure activities are accessible to all; Review all out of school provision to ensure compliance with legislation | Class teachers and Inclusion Team | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled children | Ongoing |
| Classrooms are optimally organised to promote the participation and | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases based on the needs of children in the class | Class teachers and Inclusion team | Lessons start on time without the need to make adjustments to accommodate the | Ongoing |

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| independence of all children | | | needs of individual children | |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, children and parents Children to receive this training through the PHSE curriculum and special awareness days/neurodiversity week Discuss perception of issues with staff to determine the current status of school | SLT | Whole school community aware of issues relating to Access and equity for all Society will benefit by a more inclusive school and social environment | Ongoing |

| Improving the Delivery of Written Information Kidbrooke Park Primary School | | | | |
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| Target | Strategy | Responsibility | Success Criteria | Timeframe |
| Availability of written material in alternative formats. | Work with the LA services to convert written information into alternative formats. Use technology to translate communication for parents not fluent in English. | Inclusion Team | The school will be able to provide written information in different formats when required for individual purposes. | Ongoing |
| Improve the range of communication systems that the school uses to engage with stakeholders. | Develop audio and video guides to support parents to navigate an array of information including but not limited to: Secondary school transfer Reception application (current Nursery) Applications of EHCP Set MCAS How to access Google Classroom | Computing Lead Office Lead | | Ongoing |

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| Policy adapted: | Autumn 2024 |
| Aligned for: | Kidbrooke Park Primary School |
| Other related policies: | Health and Safety Policy Equalities Action Plan Inclusion Policy Relationships and Health Education Policy Anti-Bullying Policy |
| Next Review: | Autumn 2027 |