



Kelsall Primary Accessibility Policy

At Kelsall Primary School we are committed to providing an accessible environment to all pupils, staff, parents and visitors with regard to their needs.

"A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." (Equality Act 2010)

AIMS

- To ensure that all our pupils, including those with disability or sensory impairment, have equal access to the curriculum;
- To improve and maintain access to the physical environment of the school, adding specialist facilities as necessary to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- To improve the availability of accessible information to disabled pupils.

This policy should be read in conjunction with the following policies:

- SEN Policy
- SEN Information Report
- Health & Safety Policy
- Anti-bullying Policy
- Safeguarding Policy

TRACKING AND MONITORING OF DISABILITY

Possible Accessibility issue	Actions in place	Frequency of actions	Monitoring of actions
Attainment of pupils	Data analysis and regular monitoring carried out to track pupil progress	Termly pupil progress reviews	Curriculum leaders and SLT monitor progress reviews termly
Meeting the needs of sensory impaired pupils	Work with specialist staff; provide appropriate resources e.g. coloured overlays, paper, writing boards; radio hearing device; provide support and intervention as required.	Termly pupil progress reviews	SENDCO monitors pupil profiles and interventions at least termly or more often if required

Meeting the needs of SEN children	Differentiated curriculum; individual pupil profiles identifying support and targets following "assess-plan-do-review" cycle.	Termly review of pupil profiles	SENCO monitors pupil profiles and interventions at least termly or more often if required
Resources	Appropriate resources to support access (including visual timetables, now and next cards, feelings cards, Makaton signs etc) Safe space available for children with social/communication/emotional needs.	Ongoing throughout year in line with pupil needs	Class Teacher to monitor resources in place
Access to the Curriculum	The school curriculum is accessible to all pupils via extra adult support during class sessions, residential visits or out of class interventions.	Ongoing tracking of pupil needs throughout the school year	Monitored by Head Teacher, SLT and individual adults who give support. Pupil needs are reassessed regularly and support adapted to suit needs.
Access through the school building	School has wide doors/corridors for accessibility; ramps outside for wheelchair access; disabled toilet; disabled parking space. Reception classroom organised to accommodate pupil with mobility and sight difficulties including suitable labelling of key areas. Equipment provided to accommodate pupils with mobility needs.	Ongoing in line with pupil needs	Monitored regularly by SLT and Site maintenance officer.

MONITORING & REVIEW

It is the responsibility of the Head Teacher and Governing Body to monitor the effectiveness of this Accessibility Plan by:

- Monitoring the progress of children with disability, comparing them with the progress made by able bodied children.
- Assess the impact of this plan through regular review of the action plan above.
- Provide training for staff in accessibility needs and raising awareness of disability discrimination.

The Governing Body and Principal will review this policy every three years, or earlier if considered necessary.

Policy reviewed Spring 2025
Due for update Spring 2026