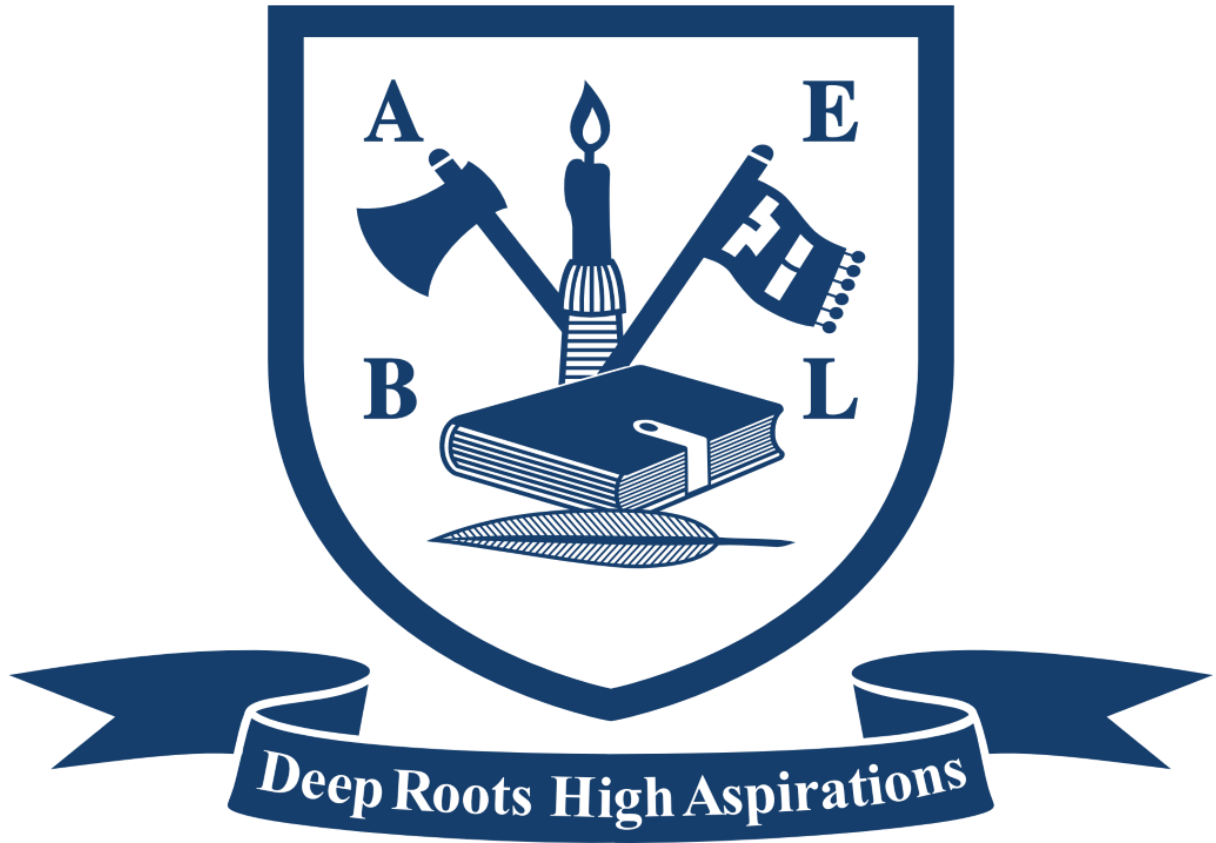


KNEBWORTH

Primary and Nursery School



Accessibility Plan

*This policy is reviewed on an annual basis
Next review date: September 2024*

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Introduction

Knebworth School is a fully inclusive school and is committed to providing an accessible environment, which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will actively challenge negative attitudes about disability and accessibility and ensure we continue to raise awareness of difference in our society.

Our vision is central to this

**Deep roots, High aspirations,
Individual and together,
Learning and creating
In an ever changing world**

Knebworth School fully adheres to the Equality Act 2010 and has an accessibility plan in place, which outlines the provision in place for children who need adjustments to the physical environment and curriculum. Knebworth School is also committed to ensuring staff are trained in equality with reference to the Equality Act 2010, including understanding disability. All staff are also trained in how to facilitate inclusive environments. Staff training is ongoing. Training regarding the Equality Act happens on an annual basis.

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 school works in partnership with the local authority in the delivery of its [accessibility strategy](#).

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid, adapted texts, or adjustments to premises.

Monitoring arrangements

This document will be reviewed by the Headteacher every year but may be reviewed and updated more frequently if necessary. It will be approved by the Full Governing Body. The site manager and a member of SLT will conduct termly site audits.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Concerns

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

How we plan to improve the physical environment of our school for disabled children and young people					
	In place	Next steps	Who	Date	Outcome
Physical access to all areas of the school environment	<ul style="list-style-type: none"> • Majority of school site on one level. • Four steps leading from entrance area to main corridor. • Wheelchair access to the main corridor from the reprographics room. • Ramp to access the nursery building. • One allocated parking space for disabled users. • Wide corridors and path around the school site. • Playground is fully tarmacked to 	<ul style="list-style-type: none"> ➤ Signage around the site to ensure wheelchairs users are able to navigate their way around the school. ➤ Explore options of having an internal ramp. ➤ Investigate ramp to the reading pod. 	Headteacher	December 2023	The school environment is fully accessible to all member of the community – both internally and externally.

	create an even surface.				
Access to disabled facilities	<ul style="list-style-type: none"> • 3 disabled toilets – 1 in nursery, 1 in the year 2 building and 1 in the medical room. • Spare clothes stored in toilets. 	<ul style="list-style-type: none"> ➤ Ensure emergency change bag is stored in each disabled toilet. ➤ Ensure signage is clearly displayed on each toilet door. ➤ Investigate that emergency buttons are fully operational in all disabled toilets. ➤ Explore possibility of converting year 6 toilet into a disabled toilet. 	Senior Leadership Team (SLT)	Termly Review	Disabled facilities are fully accessible to all and are clearly signposted.
Safe and appropriate storage of specialist equipment	<ul style="list-style-type: none"> • All specialist equipment is stored in the medical room safely. • Medical room is locked at all times. 	<ul style="list-style-type: none"> ➤ Ensure signage in the medical room is clear 	Senior Leadership Team (SLT)	Termly Review	The medical room will be clearly organised and labelled so that specialist equipment is easily accessible.

<p>Training for use of specialist equipment</p>	<ul style="list-style-type: none"> • Any staff who are currently supporting disabled pupils are trained. 	<ul style="list-style-type: none"> ➤ Staff are trained when new children with disabilities join the school. ➤ Ongoing staff training for staff who currently support children with disabilities. 	<p>Senior Leadership Team (SLT)</p>	<p>When the need arises</p> <p>When the need arises</p>	<p>All staff supporting children with disabilities are trained.</p>
<p>Suitability of the physical environment for visually impaired learners</p>	<ul style="list-style-type: none"> • The school is well-lit. • Automatic lighting in outside areas. • Automatic lighting in some toilet areas. • Corridors and pathways are clutter-free. • Handrails on all stairs. 	<ul style="list-style-type: none"> ➤ Additional signage around the school for partially sighted children and adults. ➤ Access PNI team for further support. 	<p>SLT</p>	<p>December 2023</p>	<p>The school supports visually impaired children through signage.</p>

How we plan to increase the extent to which disabled children and young people can participate in the curriculum

	In place	Next steps	Who	Date	Outcome
All children have access to the curriculum with adaptations in place where needed	<ul style="list-style-type: none"> • Clear policies for SEN and Inclusion in place. • Reasonable adjustments are made to remove barriers to learning. • Hertfordshire STEPS approach e.g. movement breaks, sensory aids. • Staff training on adapting the curriculum and addressing barriers to learning. • Learning organisers in place and adapted where needed. • Interactive whiteboards in all classrooms equipped with speakers. 	<ul style="list-style-type: none"> ➤ Ongoing staff meetings with all teachers regarding inclusive classrooms. ➤ All teachers to create low arousal classroom displays. 	Inclusion Manager Teachers	Termly	<p>All classrooms will be adapted suitably for the needs of the children.</p> <p>Teachers will be proactive and adaptable to the needs of all children.</p>

	<ul style="list-style-type: none"> • Subtitles can be utilised. • Widgets online implemented on worksheets. • Use of Chromebooks e.g. text to talk and dictate functions. • Voice recorders. 				
The learning environment is accessible.	<ul style="list-style-type: none"> • Some classrooms use communicate in print for signs, timetables and instructions for individuals. • Neutral display backgrounds are used throughout EYFS. • There is an interactive whiteboard in every classroom. The learning environment is adjusted in order to support the needs of individuals. • Behaviours for learning are clearly visible in each 	➤ To implement low arousal, neutral displays across the school	SLT Teachers	Autumn 2023 – completed	Low arousal, neutral displays will be consistent across the school.

	<p>classroom with animal representations.</p> <ul style="list-style-type: none"> Classroom resources are clearly labelled. 				
<p>There is equal access to sporting opportunities and the PE curriculum</p>	<ul style="list-style-type: none"> Specialist equipment is available. Fully disabled access to the multi-use sports ground. Staff are given advice and support from external agents on adjustments to be made to ensure equality of opportunity. 	<p>➤ Investigate ramp to small garden area of the playground.</p>	<p>SLT</p>	<p>July 2023 – small garden redesigned so that parts of the area are located on a flat surface - completed</p>	<p>All areas of the school playground will be easily accessible for all children.</p>

How we plan to improve the delivery of information to disabled children and young people

	In place	Next steps	Who	Date	Outcome
Resources and materials are available in alternative formats	<ul style="list-style-type: none"> • Audio format can be utilised by using the “Read Aloud” or “Dictate” functions on class Chromebooks. • Enlarged print or symbol format (Widgit online symbols) is available for worksheets. • Sub-titles available for videos used. 	<ul style="list-style-type: none"> ➤ Ensure more regular staff training regarding Chromebook functions is utilised in Spotlight staff meeting sessions. ➤ Investigate options for Braille users. 	Inclusion Manager	Termly	Staff will be better equipped to access these functions independently