



Kirkstall St Stephen's

Accessibility Plan

May 2024

To be reviewed May 2027

This school is committed to safeguarding and the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Introduction

At Kirkstall St Stephen's C of E (VA) Primary School we are committed to ensuring that all children regardless of disability, age, gender, race or religion have full access to all aspects of school life and achieve their true potential. We aim to treat everybody fairly and with respect, without discrimination of any kind.

We make every effort to provide a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

The school works collaboratively with many services and external professionals to further develop and implement this plan. For example, we work closely with the Deaf and Hearing Impairment Team (DAHIT) to ensure our school environment and practice meet the needs of our hearing-impaired children.

We make every effort to ensure that this aim is reflected in our everyday working practice. We are also committed to regularly reviewing our practice with regards to this aim, and, if any areas of weakness are identified, acting to ensure we better fulfil this aim in the future.

Children with disabilities can be more vulnerable than others. For this reason, our commitment to Safeguarding connects directly with this plan. It should be read in conjunction with our Safeguarding Policy, as well as other relevant school policies and documents, including:

- Health and Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- SEND Information Report
- Supporting pupils with Medical Conditions Policy

Definition of Disability

Disability is defined by the Equality Act 2010: A person has a disability if:

- a) the person has a physical or mental impairment,
- b) the impairment has a substantial and long-term adverse effect on person's ability to carry out 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'. 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.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Kirkstall St Stephen's C of E (VA) Primary School will make every effort to make reasonable adjustments for pupils and adults with disabilities. However, the practicality and cost of any adjustment will always be considered.

Responsibilities

Kirkstall St Stephen's C of E (VA) Primary School welcomes its general responsibilities under the Disability Equality Act to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act.
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This plan sets out the steps the Governing Body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Population

There are a number of children at Kirkstall St Stephen's currently with a wide range of disabilities and Special Educational Needs. Reasonable adjustments to the physical environment and curriculum are made to ensure they all have equal access to all aspects of school life. For example, a changing table has been installed in the accessible toilet and improvements are continually being made to the Safe Space and Nurture Suite, which includes designated space and equipment for children's sensory and emotional regulation needs to be met.

Aim 1 – Improve and maintain access to the physical environment

Outside – current good practice

- There is no vehicular access to the school site. Car parking is available in a shared car park for the school, Church Hall and nearby Doctors' Surgery accessible via Norman Street. There is one disabled parking space that is situated in front of the school entrance. This space is nearest to the school gates, clearly marked and wide enough to allow transfer onto a wheelchair.
- There are two pedestrian entrances to our school, via Norman Street. These are well signposted, lit and have a sloped pathway suitable for wheelchairs.
- Pathways around the school site have a combination of steps and ramps making the majority of areas accessible for a wheelchair user.
- The entire school premises are secure and fenced off from the car parks.
- The emergency and evacuation procedures are accessible to all.
- Alarms are auditory and the assembly points are on the school playgrounds.

Inside – current good practice

- The entrances in the main school building and internal fire doors are wheelchair accessible.
- The interior of the building is only partially accessible for a physically disabled person or wheelchair user.
- The staff areas, restroom and offices are all accessible only via two flights of stairs and there is no accessibility lift in place.

- There is also a lower level which from inside school is accessible only by stairs where the Pre-School/ Before & After School Club and Nurture Suite are located. This is accessed by using the outside Pre-School Gate where there is a ramp into the building.
- Maintaining clear pathways in classrooms and regularly used communal areas.
- There is an accessible toilet and changing facilities with an emergency cord situated on the ground floor, close to the main school reception area.
- All new extensions or recent structural adaptations to the building are all compliant with existing regulations and take into consideration the needs of disabled pupils.
- Ensuring that seating arrangements for events, such as assemblies, visiting speakers and special events, enable disabled children, staff and visitors to be fully involved.

Aim 1 – actions to be taken

- Planned accessibility walk-rounds to examine key strengths and areas for further development.
- Continue to ensure that all new extensions or structural adaptations to the building are all compliant with existing regulations.
- Evaluate the accessibility to areas that are less accessible, including the library and the Nurture Suite.

Aim 2 – Increase access to the curriculum for pupils with a disability

Current good practice

Our school:

- Offers a differentiated curriculum for all pupils, ensuring that curriculum planning and delivery meets the needs of all pupils and removes any barriers to learning.
- Provides appropriate resources, including IT resources, tailored to the needs of pupils who require support to access the curriculum.
- Ensures that staff receive appropriate professional development and training regarding inclusive classroom practice and specific disability issues.
- Works collaboratively with professionals, such as the Visually Impaired Team, Occupational Therapists, DAHIT and Physiotherapists, so they can provide our children with appropriate support.
- Makes special arrangements for children taking part in formal assessments.
- Provides equal access to our Breakfast Club, After School Club and Lunchtime Clubs.
- Ensures that all children take part in educational visits and residential.
- Promotes links with other schools by attending, and hosting inclusive events for children with special educational needs and disabilities, such as Deaf Friends events.
- Improves the physical environment of the school to increase the extent to which the needs of all pupils are met.
- Uses visuals and symbols, such as choice boards, individual timetables and PECS to support communication and learning.
 - Gives children opportunities to use the Safe Spaces, Emotional Well-being Room and Nurture Room to support with their regulation and sensory needs.
- Provides written information for disabled pupils in a range of formats, for example, larger print or coloured over lays.
- Hosts termly Equalities Meetings with an interpreter.
- Establishes and maintains close liaison with parents/carers to ensure all relevant information is shared and a collaborative approach is taken to supporting their child's needs.

Aim 2 – actions to be taken

- Increase the amount of curriculum resources that include examples of people with disabilities.
- Providing a wider range of play equipment designed for a range of disabilities.
 - Further increase the use of ICT to support learning.
 - Continue to monitor and review the curriculum to ensure it meets the needs of all pupils.
 - All staff to be trained in basic *Makaton* to support communication.
 - Ensure that school have sought to obtain any access requirements for children, staff, parents or visitors and reasonable adjustments are made.

Medical Needs

We have a clear policy for the administration of medicines, with a number of members of staff trained to administer auto-injectors, such as EpiPen's, and support diabetic children. All medicines are kept in the main school office in clearly labelled medical boxes.

There is a register of children with medical needs.

Photographs of children with specific (potentially life threatening) medical needs or allergies are displayed the staff room. A record of these children may also be kept in their classrooms, in a confidential folder inside the staff desk drawer.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently, if necessary. Monitoring of progress on this plan is the responsibility of the Headteacher, School business Manager and SENCO.

Date agreed – May 2024

Review date –May 2027