

Kirklington Primary School Accessibility Plan 2022 - 2024

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

Targets	Strategies	Objectives	Actions to be taken	Person Responsible
<p>Increase access to the curriculum for pupils with a disability</p>	<p>We offer a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Eg Reader pen / ipad</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>All children participate in Forest School provision</p> <p>All children participate in school visits and KS2 children participate in school residential experience.</p>	<p>All pupils develop as keen learners and achieve potential.</p>	<p>Annual curriculum planning / review</p> <p>Continue to develop resource base and direct TAs</p> <p>Continuous review</p> <p>Routine assessment practices</p> <p>Identify through Provision mapping</p> <p>Through existing monitoring and assessment practices.</p>	<p>SLT</p> <p>All teachers</p> <p>All teachers</p> <p>SLT / Curriculum leaders</p> <p>SENCO</p> <p>All staff</p>

	All children participate in school productions.			
Improve and maintain access to the physical environment	<p>Disabled parking facilities available upon request and all areas of the school are accessible to those with mobility issues</p> <p>Hygiene suite facilities offer appropriate toilet, handwashing and changes facilities for disabled pupils.</p> <p>Inclusive sporting provision with appropriate adaptations to ensure all pupils can be involved, regardless of need.</p> <p>EG. Boccia, wheelchair basketball, table tennis with guards.</p> <p>Location of library to ensure accessibility to all</p> <p>Residential visits are fully inclusive and provision would be put in place to ensure that all activities can be accessed – with modification as necessary.</p> <p>Differentiated curriculum for all pupils with targets that are appropriately set, including for those with additional needs.</p>	<p>Ensure ease of access to the school site for both pupils and parents with mobility needs</p> <p>Eliminate barriers to attending the school</p> <p>PE curriculum able to be enjoyed by all.</p> <p>Promotes understanding of challenges faced by others</p> <p>To promote a love of reading for all.</p> <p>All pupils must have the opportunity to attend residential visits. (The school has successfully taken pupils on residential visits with both mobility and medical diagnoses – including type 1 diabetes)</p> <p>Regular SENCO meetings during which targets are agreed with parents and teachers</p>	As required	<p>SLT and all staff to keep provision under review and to add to staff meeting agenda items and INSET planning.</p> <p>PE co-ordinator</p> <p>Literacy co-ordinator</p> <p>Residential visits co-ordinator</p> <p>SENCO</p>

	<p>Resources are tailored to the needs of pupils who need support to access the curriculum</p> <p>Intervention training for support staff</p> <p>Medical training for all staff to allow pupils with medical diagnoses to attend school independently</p> <p>New fencing and access gates to ensure safety and security for all pupils</p>	<p>Coloured overlays, ivory coloured printer paper, dyslexia friendly reading resources, writing slopes, reading pens and ear defenders are examples of the types of resources that are made available to aid learning. We are always open to new ideas and requests from pupils/parents/experts</p> <p>Training on such areas as epi-pen usage and type 1 diabetes monitoring and insulin levels</p> <p>Pupils will remain safe on site. Our SEMH children who are a flight risk will be deterred from leaving the site</p>		<p>All staff with Tas</p> <p>SLT</p> <p>SLT</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes;</p> <p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations / visual planners</p>	<p>The school continues to develop this resource base and is an ongoing activity.</p>		<p>All staff</p>