

King David Primary School

Aims of the Accessibility Plan

This plan outlines how King David Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum.
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1. The governing board will undertake a regular Accessibility Audit.
2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
1. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
3. The actions that will be undertaken are detailed in the following sections of this document

Access to Curriculum and school life – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENDCO	When needed	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils' needs
Intervention training for support staff	SENDCO	According to profile of needs in school (and funding)	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs with their parents / carers.	SENDCO	Every term, including every year for annual reviews.	Pupil needs reviewed and being addressed.	In line with pupils' personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	SENDCO	When needed	Teachers can more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	SENDCO / Headteacher	When needed	Staff complete training for specific needs; may be specific to specific year groups or phases or roles, e.g. dinner supervisors. Food diaries to be completed and enacted with regular reviews.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs Some staff have had Team Teach training in the Early Years and KS1.

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Headteacher	2025	The environment is adapted to the needs of pupils, parents, carers, visitors and other stakeholders. Entrance at the front of the school, leading to the Reception Office will have wheelchair and pushchair access.	Yes
Develop a disabled access toilet	Headteacher	Summer 2024	A disabled access toilet with changing facilities available for parents or carers to use on the ground floor and a disabled access toilet for pupils with changing facilities, both clearly signposted at entrance and signed on exterior of the door.	Partially. Pupil toilet available Access toilet for parents/ carers available but not signed and no changing facilities.
Emergency systems to have visual alarms	Headteacher	Complete	Visual alarms fitted	Yes
All new internal doors accessible for wheelchair users.	Headteacher	2025	Deputy / Headteacher Newly installed doors to be wheelchair accessible. Fire Exits should be step free or access friendly.	Yes
External and internal signage to be informative and permanent in both Hebrew and English.	Headteacher, Head of RE and site manager	Summer 2024	Install permanent signs to locations such as nursery and inside, such as the hall, classroom year groups and the shul.	No
Access to first floor available to disabled children and parents / carers.	Headteacher, SEND and finance and building governors	To be further investigated for cost	Suggestion of an internal lift to allow access to first floor in school	No

Staff and visitor car park to be accessible	Headteacher	2024	Enact plans for building new access friendly car park.	No
Access to Y4 classroom	Headteacher	When needed	Portable ramp needed for egress and exit	No

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and parents / carers and ensure information is available in relevant formats Large print Braille Pictorial or symbolic representations Availability made of Office Staff to have regular, weekly meetings to read newsletters or any other information pertinent to their child.	SENCO	When needed	Pupils have access to curriculum information and all other school information in a format that meets their needs	As and when needed.
Ensure signage is suitable for non-readers, is clear and well situated.	Headteacher	When needed	Pupils are able to navigate the school regardless of any disability. Use of assistive devices for parents / carers to translate information at Reception and in meetings with parents SEND reviews / parents' evenings.	No
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher, SENDco, class teachers and Office staff	When needed	Pupils have access to curriculum information and all other school information in a format that meets their needs	Partially.