Kirkheaton Primary School

Disability and Access Plan 2025/2026

Date of Next Review: Sept 25

Date of Implementation: Sept 26

Date Approved by Governors:

Policy Reviewer: Richard Coates and Jemma Muncaster

The Kirkheaton Primary School Accessibility Plan

Accountability: Senior Management Team,
, School Business Manager

Introduction
The Equality Act 2010 has simplified and strengthened discrimination law. Under this legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises it's responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people will disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the

- school council
- parents of students
- staff
- governors
- external partners

Within the terms of the Act, the term 'disability' is defined thus:

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette’s Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Vision

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

Values

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE, extensive collective worship and SMSC
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

Planning Duty 1

Increasing the extent to which disabled pupils can participate in the school curriculum

We will continue to

1. Audit Learning Support pupils in the autumn term to assess the differentiated worksheets / resources available to them

2. Provide training for all staff on differentiation of the curriculum
   - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc
   - All departments to show how differentiation is built into each of the schemes of work
   - Learning support department to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils

- Teaching staff to liaise with Learning support and Teaching assistants prior to each lesson so that support is fully utilised

3. Differentiate resources
   - Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area
   - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
   - Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons (amplifiers are stored by DG)
   - Learning support department to liaise with borough specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources

4. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities
   - Risk assessment and planning of trip to include accessibility references
   - Analyse extra curricular activities to ensure inclusion of learning support pupils and pupils with disabilities
   - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.

5. Ensure that all pupils feel supported and included within the school
   - Placed on the inclusion register, where necessary provide emotional support through learning mentors
   - Close links with Early Intervention Team : Hearing and Teacher Support Service Vision, to ensure that we are providing all the support and access to curriculum for pupils with hearing and vision disabilities

Planning Duty 2

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The Kirkheaton School site was built in 1972 and as such presents a number of difficulties for physical access. Enhanced physical access is facilitated by ramps, lifts Evac-chairs and handrails where possible, however there are some areas of the site that are a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless we will continue to improve accessibility where possible.

We have improved:

1. Entry/Exit to/from School
   - More designated disabled spaces have been provided
   - A concrete ramp has been installed next to the steps to improve pedestrian and wheelchair access.
   - Staff have been trained on the use of Evac chairs.
   - Portable ramp has been installed near medical which can be used where required in emergency
   - Handrail has been installed by steps in reception area.

2. Lighting
   - This has been improved, however special lighting for those with eyesight impediments has not been provided. Advice is needed on this to find most suitable lighting for individual specific needs.

3. Signage
   - Installed signage in the car parking areas using pictorial signs and black signage on yellow for visual impairment.
   - Installed a hearing loop in reception and provided mobile hearing loops

4. Ramps
   - More ramps inside and outside the main building would facilitate wheelchair access, however there is insufficient space to fit them inside the building and their provision would cause heath and safety problems with 1800+ pupils. Exterior wooden ramps have been replaced by steel.
   - Steps on all main entrances (next to ramps) to have chevron lines re painted on to highlight the steps, see action point

5. Decoration
   - The school is decorated throughout in pastel shades in cream

6. Toilets
   - There ia 1 disabled toilets in the school

7. Showers and Washing
   - Showering and washing provision is in place.

We will continue to carry out an annual access audit to improve the physical environment of the school. See attached plan.

Planning Duty 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Provide school documents with the wording “If you require a large print copy of this document please contact the school”
3. Provide School policies on tape as required.
4. Hearing loop now available at reception desk for visitors with a hearing disability

Links

Whole school policy on bullying
Whole school policy for the curriculum
Whole school policy for equal opportunities
Whole school policy for Learning and Teaching
Whole school policy for pupil support

Areas to be investigated and implemented

Action	**Success Criteria**	**Lead person**	**Timescale**	**Review**
Steps on all main entrances to have chevron lines repainted on to highlight steps to the visually impaired	Clear demarcation of steps around building	RC	**summer break**	**annually**
Investigate lighting for those with eyesight impediments	Clear visibility around school premises and in lessons for visually impaired.	JM	**immediate**	**autumn term**
Buzzer to be installed to alert reception of wheelchair visitors	Improved access for wheelchair users	JM	**autumn term**	
Hearing loops to be checked on regular basis	Loops available for hearing impaired persons	JM	**autumn term**	**annually**
School council environment committee to complete a practical audit for disabled pupils	Audit completed and areas identified for improvement	VB	**ongoing**	**annually**
Update Evac chair training	More persons available to help in evacuation procedures	JMu	**ongoing**	**annually**
Assess requirements of new pupils with SEN coordinator	Additional requirements in place to meet the needs of pupils where appropriate	SB	**As and when**	**ongoing**