

Kingshurst Primary School

Accessibility Plan



Kingshurst Primary School is a nurturing & inclusive community; enabling children to aspire to be the best they can be.

Approved by: Adam Dawes/ Karen Tyler

Date: September 2026

Last reviewed on: September 2024

Next review due by: September 2028

AIM

At Kingshurst Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of respect and involvement where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

LEGISLATION

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support our school values, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

OBJECTIVES

Kingshurst Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Kingshurst Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase the extent to which disabled pupils can participate in the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); Timetables/class organisation are sympathetically reviewed to ensure that pupils with disabilities are not scheduled in unsuitable rooms; the redevelopment of the building will lead to any pupils who uses a wheel chair being able to access all areas; laptops are currently available for use by some pupils who require support and this includes the potential for the pupil to be provided with a lap-top at home; mentors are provided for pupils who are unable to attend the school through longer-term ill-health.
This also covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Kingshurst Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan / Personal Evacuation Plan
- Health & Safety Policy
- School Improvement Plan
- SEND Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Senior Leaders**
- **SENDCO**
- **School Business Manager**
- **Site Manager**

Kingshurst Primary School

ACCESSIBILITY PLAN

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
							School
1	Corridor	Keep corridors clear from obstructions. Monitor and ensure this continues for Y6 extension to building (upstairs).	Immediate	High	None	Ongoing	√
2	Wheelchair access to main school building KS1 + KS2	Enable wheelchair users to access all classrooms/learning areas on both upstairs and downstairs corridors. (Upstairs via use of lift – adult supervision required).	Ongoing	Medium		Completed (Lift maintenance ongoing)	√
3	Disabled parking	Spaces provided, along with passes to specific parents to access these.	Ongoing	Medium		Completed	√
4	Disabled Toilet	In place in KS2/Reception. KS1 toilet access via inclusion centre. Provision of toilet frames for specific pupils	Ongoing	Medium		Completed	√
5	Changing and Shower facilities	In place in KS2 (upstairs). Pupil-specific arrangements to be made on individual risk assessments.	Ongoing	Low		Ongoing	√

6	Evacuation procedures	Risk assessments and plans in place for specific pupils. Refuge points and communication systems on first floor. EVAC Chair	Ongoing	Medium		Ongoing	√
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Kingshurst Primary School

ACCESSIBILITY PLAN

Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							SLT	School
1	Adaptive in Teaching	SLT to monitor quality of adaptive teaching and provision for SEND pupils. SENDCO to monitor as part of ongoing SEND monitoring schedule.	Termly via Teaching & Learning Reviews / lesson observations.	High	SLT release costs	Ongoing	√	
2	Interventions	Assistant Headteachers/SLT to audit current interventions and their success/impact on progress. Class core action plans to be used across all year groups. SENDCO to monitor interventions for SEND pupils.	Half-termly	High	SLT release costs (Cost of any resultant intervention programmes/materials)	Ongoing	√	
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class. Ongoing through Teaching & Learning reviews.	Termly via Teaching & Learning Reviews / lesson observations.	High	SLT release costs	Ongoing	√	

4	Staff training in the production, implementation and review of Provision maps and PLPs and monitoring systems.	SENDCO to deliver staff training to teaching staff/support staff.	Autumn term 2025	High	Not applicable	Target – Autumn 19	v	
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5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: e.g. (but not limited to) SLCN, SPLD, ASD, Dyspraxia	SENDCO to deliver training where possible. Identify gaps in knowledge and seek external advice/training where appropriate.	Ongoing	High	External specialist costs	Ongoing	v	
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5	All education visits to be accessible	Risk Assessment Specialist Coaches/transport	Ongoing	High	External specialist costs	Ongoing	v	
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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							SLT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium	Not applicable	Ongoing	√	√
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. (ICT Leader / SLT).	Ongoing	Low	Dependent on translation costs / website accessibility	Translation button added to website but further languages to be added.		