

# King's Court First School

## Accessibility Plan



ACTIONS	TIMESCALE	LEAD MEMBER OF STAFF	BUDGET/RESOURCE IMPLICATIONS	LEADERSHIP AND GOVERNORS MONITORING	SUCCESS CRITERIA
<p><b>Culture, ethos, policies and practices</b></p> <p>To ensure that all school policies are inclusive and cover those with physical disabilities or sensory impairments.</p> <p>To ensure all staff recognise barriers to learning and participation as the need arises.</p> <p>Teachers to ensure that seating arrangements meet physical disabilities or sensory impairments.</p>	<p>Every time a policy is updated.</p> <p>On-going</p>	<p>All staff and governors</p> <p>All teachers and support staff</p>	<p>Time</p> <p>Modelling and support</p>	<p>Governors: statutory policies</p> <p>All staff other policies</p> <p>Curriculum governors/SLT</p>	<p>All children feel welcomed and valued at King's Court First School</p> <p>Staff feel confident to identify barrier and address learning needs</p>



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<p><b>Staff training</b></p> <p>Leaders know what agencies and specialists to contact for advice and guidelines according to specific needs. For example, RNIB resources. (RNIB guidelines may be obtained from 105 Judd Street, London, WC1H 9NE or <a href="http://www.rnib.org.uk">www.rnib.org.uk</a>)</p> <p>Teachers know to consult with the SENDCo and engage with professional agencies.</p> <p>Staff recognise barriers to learning and have the basic knowledge and awareness to recognise and identify. When necessary research and learn how to support a child's specific needs.</p> <p>Develop a relevant health care plan and specify resources required and implement it in the classroom.</p>	<p>Annual Through class hand overs</p>	<p>All teachers and support staff</p>	<p>Annual staff meeting Specialist equipment and resources if required</p>	<p>SLT</p>	<p>Seeing health care plans (support and resources) implemented with the children in the classroom</p>
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<p><b>Provision of information</b></p> <p>Display written information for parents in the relevant format, for example, sign posting support and advice.</p> <p>Ensure that display board are uncluttered and easy to read. To include pictorial information as well as written information.</p> <p>To ensure the right technology is accessible for all to use.</p>	As required	All teachers and support staff  Parents	Technology	SLT	Information is presented in a format that is appropriate for all children.
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<p><b>The physical environment</b></p> <p>Ensure the school site is uncluttered in line with the health and safety policy.</p> <p>To maintain a high standard of classroom environment with clear signage, either written or pictorial to cater for all learning styles.</p> <p>Develop a plan a specific plan to ensure that environment can provide suitable storage, equipment and accessibility around their classroom and communal areas.</p>	As required	All teachers and support staff  Parents	Specific resources - storage	SLT	<p>A child with specific needs could easily move around the classroom and communal areas.</p> <p>Suitable storage for specialist equipment.</p>
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### Appendix 1: King's Court First School Accessibility Audit May 2022

This audit was completed in September 2019 and reviewed in May 2022. The audit has been found to still be relevant and efficient and is being used to review the accessibility plan.

Areas being addressed	Yes/No Any Issues Identified	Barrier to access Yes/No	What sort of issue is it? eg training, policy, documentation, physical, environment, communication	Should this transfer to the accessibility plan? Yes/No
<b>1. CULTURE ETHOS POLICIES PRACTICES</b> <b>1.1</b> Is everyone made to feel welcome including those with physical disabilities or sensory impairments?	Yes. [School Policies and whole ethos of school welcome all]	No		Yes. To continue to raise awareness.
<b>1.2</b> Are there high expectations of <b>all</b> pupils?	Yes. [Part of whole ethos of school – Aims of School]	No		No
<b>1.3</b> Do staff, governors and pupils share a philosophy of inclusion?	Yes. [As above, and School Policies]	No		No
<b>1.4</b> Are pupils equally valued?	Yes. [As above]	No		No
<b>1.5</b> Do staff seek to remove all barriers to learning and participation?	Yes. [As above] But see # below	No		Yes. To continue to raise awareness.
<b>1.6</b> Are lessons made accessible to all students # Particular attention to be paid to Sporting challenges/ School Sport Partnership RBWM.	Yes. [As above] But see #	No		Yes. To continue to raise awareness.



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<b>1.7</b> Do you make the best use of Teaching Assistants/Learning Support Assistants?  <b>Relevant School Policies:</b> Special Educational Needs First Aid Equality Policy Anti-Bullying Behaviour Appraisal	<b>Yes. [TAs are highly valued. HLTA TAs, are all skilled, with a caring attitude. TAs support Teaching Staff extremely well.]</b>	No		No
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<b>2. STAFF TRAINING</b> <b>2.1</b> Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<b>Yes. [All Teaching Staff and Teaching Assistants are kept fully aware as required in respect of relevant pupils within school. Health Care Plans are in place where appropriate and regularly reviewed]</b>	No		<b>Yes. (To ensure staff training undertaken as required.)</b>
<b>2.2</b> Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?	<b>Yes. [As above, when appropriate.]</b>			<b>Yes. (As above)</b>
<b>2.3</b> Are your staff aware of how classrooms should be optimally organised for disabled pupils?	<b>Yes. [Individual classrooms organised as required. Needs of disabilities addressed as and when required, including needs of children with Visual Stress, Hearing &amp; Visual Impairments.]</b>	No		<b>Yes. (As above)</b>



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<b>2.4</b> Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	<b>Yes. [As above] [Training undertaken as required to meet needs. All staff are aware of the different learning needs of pupils, including reference to Health Care Plans.]</b>	No		<b>Yes. (As above)</b>
<b>3. PROVISION OF WRITTEN INFORMATION</b> <b>3.1</b> What provisions are made for making information available to all people who may need access to goods, services and facilities?	<b>SENCO/ keep staff aware of any relevant information pertinent to pupils. Information is available to all Parents/Carers via the school website i.e. SEN Policy SEN Annual Report and on the LA website through the Local Offer and to individual parents/carers as appropriate.</b>	No		No
<b>3.2</b> Do you provide information in Braille, large print or on audio tape for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<b>Provided as required. Work prepared in size accessible for child. Large print exercise books used.</b>	No		No
<b>3.3</b> Do you provide access to computer technology appropriate for students with disabilities?	<b>ICT is available for all pupils within school. Pupils with learning difficulties are given additional access as required. Background colour on whiteboards/ computers changed as appropriate.</b>	No		No



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<b>3.4</b> Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision eg. by reading aloud and describing diagrams?	<b>Consideration of seating arrangements. Work prepared in accessible font size. Whiteboard/computer background colour changed as required.</b>	No		No
<b>3.5</b> Do you have the facilities to produce written information in a variety of font sizes?	<b>Yes, as and when required, and as appropriate.</b>	No		No
<b>3.6</b> Do you make use of RNIB guidelines on producing written information in accessible formats? (RNIB guidelines may be obtained from 105 Judd Street, London, WC1H 9NE or <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> ).	<b>RNIB resources will be used when applicable in the future. Advice followed as required.</b>	Yes	Equipment	Yes
<b>3.7</b> Is the school environment suitable for pupils with impaired hearing?	<b>School environment considered as required. Encourage child to sit at the front</b>	No		No

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<b>4. THE PHYSICAL ENVIRONMENT</b> (Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms)				
<b>4.1</b> Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?	Yes. Ramps at front entrance, entrance to year to class and KS1 corridor. To improve ramp access into KS1.	Yes	Building issues	Yes
<b>4.2</b> Are toilet facilities and showers accessible to wheelchair users?	Yes. Emergency cord fitted in disabled toilet.	No		No
<b>4.3</b> Are there safe pathways of travel around the school site and parking arrangements?	Yes. But need to ensure pathways remain uncluttered.	Yes	One way system currently in place-no cars allowed to access the car park – drop off/pick up	Yes
<b>4.4</b> Is there any décor which may be confusing or disorienting for disabled pupils with visual impairment, for example floors and walls which are the same colour?	No adjustments are currently required to meet needs of current pupils.	No		No



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<b>4.5</b> Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	Yes. Need to ensure displays have enough colour contrast, and are in easily visible font.	Yes	Environmental	Yes
<b>4.6</b> Is there accessible storage to enable disabled pupils to access aids and equipment?	Limited wheelchair storage. Limited accessibility to aids/ equipment. Visual Aids accessible.	Yes	Environment	Yes
<b>4.7</b> Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?	None of which we are aware	No		No
<b>4.8</b> Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No. But currently not required.	Yes	Environment	No
<b>4.9</b> Do emergency and evacuation systems include alarms with both visual and auditory components?	Auditory only. But currently visual not necessary.	Yes	Environment	No