



Capel-le-Ferne Primary School	
Accessibility Policy and Plan	
Date agreed by Governors	13.07.2023
Date of next review	Summer 2026
Further information about policy	This policy will be reviewed every 3 years or if there is a change to relevant guidance or legislation. The appendix letter templates are provided by KCC.
"Learning today for life tomorrow" Our Values: Independence, Creativity, Confidence, Respect	



Aims

Capel-le-Ferne Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they belong and are valued.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) and the Department for Education (DfE) guidance for schools on the Equality Act 2010 (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Definition of special educational needs



In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post 16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Capel-le-Ferne Primary School Accessibility Plan will:

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

The Accessibility Plan will be published on the school website.



This Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour and Relationship policy
- Health and Safety policy
- Medication policy

Accessibility Plan

Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Capel-le-Ferne Primary School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Target	Lead	Strategies and Actions	Resources	Time Scale	Success Criteria
Ongoing training and development for staff on ensuring all children can access the learning and fulfil their potential.	Deputy Headteacher	Internal and external training planned working with ASD, S and L professionals and with STLS. Training delivered regularly by SENCO. TA training on adapting lessons for children when targeting specific children and on building independence.	-SENCO Time. -Resources from different external agencies.	On-going	-Staff feel confident to make adjustments to learning so all children are able to access a task, and are not reliant on adult support. Adult support is then used to extend learning.
Ensure assessment of all children enables progress and targets to be evidenced.	Deputy Headteacher	Ensure that a pre-key stage 1 targets book is provided for all children in Year 1 and above who are not yet accessing Key Stage 1 targets. On-going training on using the standards. Reading spine training to support with capturing correct reading level for DSR and then Star Reader. Implementation of Star Maths to support effective assessment.	-TA time -Computer/laptop use	One year to set up and consolidate. On-going after that.	-Quality information on pupil's current ability ensuring next steps in learning are based on accurate assessment data. -Parents have an accurate idea of progress and attainment of their child.



Effective communication with Nurseries and Secondary Schools to provide quality transition.	Deputy Headteacher	Early identification of pupils in Year 6 who require support with transition. Early engagement with these secondary schools when known. Work with Nurseries to ensure smooth transition including Caspers on site coming every week to the school and invited to school events such as Summer Production. Early identification of parents needing support with transition and arrangements such as supporting with applying for transport from LA.	-Year 6 Teacher and Reception Teacher Time.	On-going	-Children start the next part of their education journey with less anxiety about what to expect. -Appropriate resources are in place before, where possible, children start at new school. -Parents feel more confident about the school being able to meet their child's needs.
Ensure the medical needs of all pupils are met fully within the capability of the school.	Headteacher	Review annually Medical Needs policy considering whether still meeting needs of pupils to access education on-site. Make relevant referrals to external agencies such as Healthcare Services to support families with education access.	-Training for staff responsible for administering medication.	On-going	-Pupils' needs are met through school support for a medical need meaning pupil can access the curriculum and attendance is not a defining factor in educational success.

Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Target	Lead	Strategies and Actions	Resources	Time Scale	Success Criteria
Ensure all children feel safe and involved during playtimes	Deputy Headteacher	Buddy system introduced with Year 4 children paired up with Reception children and support them during playtimes. Weekly staff bulletin to highlight children struggling with	-On-going support for Year 4 children in how to support Reception children.	On-going	-Children feel safe in school.

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		playtimes for a given reason and support to be given.			
Maintain safe access both inside and outside of the school for all pupils, parents and visitors.	Headteacher	Ensure walkways around the school are clear and that doorways are not blocked for any reason. Explore accessibility of all areas of the school by a wheelchair user and consider any adjustments for accessibility.	-On-going monitoring carried out by site-manager. -Premises walks. -Assessments of school building.	On-going	-School, including different classrooms is accessible for children, parents and visitors. -Access throughout the school is safe.