

Kingsbury Green Primary School

Accessibility Plan September 2017 – July 2020

KGPS was internally re-designed in 2000 to ensure it was fully accessible and purpose built to meet the needs of disabled users e.g. disabled toilets with hoist; changing table to accommodate KS2 pupils; Soundfield system in all classrooms and main shared areas. An environmental audit was conducted in June 2015 and additional adaptations made in 2017.

| Area | Target | Actions | Time | Outcomes |
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| Access to curriculum | 1. Improved access to learning and communication | 1.1 Increase the use of appropriate technology as a tool for specific learning needs | Ongoing | <ul style="list-style-type: none"> All disabled children have access to appropriate IT facilities in order to access the curriculum Increased subject knowledge in use of technological tools Range and repertoire of APPS and hardware increases |
| | | 1.2 Supported planning from LA ICT consultant on appropriate APPs and programmes | As and when required | |
| | | 1.3 Staff share knowledge of apps / IT | | |
| | 2. Improving access of all pupils, including HI pupils | 2.1 Induction of all staff to include Deaf Awareness training on working with children in an educational setting | Ongoing | <ul style="list-style-type: none"> All staff confident to interact with and teach deaf children in accessible ways |
| | | 2.2 Develop staff use of language that supports pupil understanding of Deaf Awareness e.g. 'we're working quietly because it helps all children to concentrate.' | Ongoing | <ul style="list-style-type: none"> Consistency in ethos, expectations of pupils and quality of teaching/provision for inclusion Staff understand how to maximise resources / environment for optimal HI learning |
| | | 2.3 Training on access needs of all children with new staff, especially HI/VI <ol style="list-style-type: none"> Use of microphones Closed classroom doors Seating arrangements | Ongoing | |
| | | 2.4 Develop Deaf Awareness training for all children <ol style="list-style-type: none"> Termly Deaf Awareness assemblies Weekly signing classes for pupils Weekly signing classes for adults Deaf Aware school event (May 2018) | On-going | <ul style="list-style-type: none"> All pupils with HI able to take leading roles in developing school awareness of deafness |
| | | 2.5 Develop reverse integration opportunities through lunch time clubs, curriculum and playground arrangements | On-going from January 2018 TCB staff | <ul style="list-style-type: none"> TCB pupils establish free-choice friendships / collaborative relationships with mainstream peers |
| | | 2.6 Introduce Deaf Studies as a scheme of work | From January 2018 | <ul style="list-style-type: none"> Pupils with HI show: <ul style="list-style-type: none"> - increased aspirations - deeper understanding of self - connect to the wider deaf community |
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| Access to curriculum | 3. Improve the progress of pupils with SPLd | 3.1 Develop training resource/ programme for existing staff in key areas of SPLd: 1. Dyslexia 2. Fine motor skills difficulties 3. Dyscalculia | September 2017 | <ul style="list-style-type: none"> Pupils with SPLd are resourced to improve access Teachers aware of strategies and confident to use them |
| | 4. Increase access of pupils with disabilities to mainstream activity | 4.1 Lower the IWBs for improved pupil access | Ongoing | <ul style="list-style-type: none"> Increased inclusion of children with SENd in PE/competitive sports/clubs. All out of school activities will be conducted in an inclusive environment with providers that comply with legal requirements Increased access to curriculum for disabled pupils Pupil awareness of disability is raised |
| | | 4.2 Include pupils with disabilities in pupil voice | | |
| | | 4.3 Promote Enrichment Offer to disabled pupils / parents | | |
| | | 4.4 PE Leader assessing SENd pupils to screen for sporting aptitude & put them forward for clubs | | |
| | | 4.5 Ensure overseas residential visits are accessible for disabilities of any pupil in that year group | | |
| | | 4.6 Learning about pupils with HI / VI /disabilities to be included on the curriculum map | | |
| 4.7 Improve acoustics in the Dining Hall using soundboards | By Sept 2018 | | | |
| Access to curriculum | 5. Raise awareness of achievements of people with disabilities | 5.2 Introduce National Disability week 2019/2020 – dates to be announced | On going | <ul style="list-style-type: none"> Aspirations and expectations of pupils with disabilities raised |
| | | 5.3 Use role models with disabilities, where possible for school workshops etc e.g. 'Can do' group | | |
| Access to environment | 6. Increase the levels of independence of pupils with disabilities | 6.1 Improve all signage around the site Label all key areas and directions around the building eg t-junction, KS1 & 2 playgrounds | On-going | <ul style="list-style-type: none"> No area or facility in the school inhibits a user's access or safety People can find their way around the building easily |
| | | 6.2 Install a safe physical play area / sports equipment for access by pupils with disabilities | When funding is raised | |

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| | | 6.3 Install a 'huddle booth'/table top space, near Quiet Garden as a 'friend's meeting place' for disabled pupils in KS2 | | <ul style="list-style-type: none"> Environment is user friendly for people with disabilities |
| | | 6.4 Environmental adaptations <ul style="list-style-type: none"> Thresholds to classrooms/fire exits/dining hall/toilets into playground painted Coloured perspex in urinals Height adaptable table available for wheel chair users Chair shoes for noise reduction in classrooms for pupils with HI | September 2017 | |
| | 7. Develop a dedicated space for sensory needs | 7.1 Advice from BOAT re making a sensory space/purchase sensory toys | September 2018 JM | |
| Access to information | 8. Improve access to a wider range of information about the school | 8.1 Provide facilitators for parents with learning needs to complete documentation | On going | <ul style="list-style-type: none"> Parents/carers are able to access information freely in order to support their children Parents more confident to support learning at home Increased parental voice contributes to future parent forums and feeds back to change in school |
| | | 8.2 TCB information for admissions | | |
| | | 8.3 Provide interpreters for parents who need signed access to meetings | | |
| | | 8.4 Statement of support standard on all letters for disabled parents | | |
| | | 8.5 Regular SEN parent forums provide information and practical support | October 2017 | |