

Kingsbury Green Primary School

Accessibility Plan

September 2020 – July 2023

DATE OF REVIEW	September 2020
NEXT REVIEW DATE	September 2023
RESPONSIBILITY	Head teacher



EMPATHY AGILITY HARDWORK

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/ who	Outcomes	Review
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 children with disabilities 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 Children with Vision Impairments will have full access to resources and not be at a disadvantage because of their disability In the event of a lockdown all children should have access to the curriculum All children have access to a curriculum appropriate to their needs 	Ongoing
		1.2 Supported planning from LA ICT consultant on appropriate apps and programmes	Ongoing M Aderogba (ICT coordinator)		Achieved /ongoing
		1.3 Staff share knowledge of apps / IT/Microsoft teams/zoom	Ongoing		Ongoing since March 2020- continuous review
		1.4 Access/training to online learning in the event of a lockdown due to COVID 19	M Aderogba B Kakkad H Vora		Ongoing since March 2020- continuous review
		1.5 Acquire specialist equipment for children with Vision Impairments – liaise with Brent Access to Inclusive Technology (BAIT)	J. Millett		Achieved
	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 L. Chorekdijan-Joaghaian	<ul style="list-style-type: none"> All staff confident to interact with and teach deaf children in accessible ways All staff aware of planning cognitively appropriate tasks for those with global developmental delay Staff informed of basic sign language classes run by a deaf adult so all staff confidence with basic sign 	Ongoing to all new staff
		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 L. Chorekdijan-Joaghaian		Training of LSAs during 2020-21 in order for them to be advocates of the pupils with HI, when they return to the classroom
		2.3 Training on access needs of all children with new staff, especially HI/VI * (see note below) 1. Use of microphones 2. Closed classroom doors 3. Seating arrangements	Ongoing L. Chorekdijan-Joaghaian		Training of all new staff 2020-21
		2.4 Develop Deaf Awareness training for all children 1. Termly Deaf Awareness assemblies 2. Weekly signing classes for pupils 3. Weekly signing classes for adults 4. Deaf Awareness Week school event (May 2021)	On-going L. Chorekdijan-Joaghaian		Ongoing through 2020-21
					<ul style="list-style-type: none"> All pupils with HI able to take leading roles in developing school awareness of deafness All pupils across the school will understand how to be more deaf aware and strategies they can use to support the inclusion of deaf pupils (not covering their mouth, using

				<ul style="list-style-type: none"> gesture or sign, speaking slowly, facing the child, eye contact). All children will develop empathy for deaf peers during DAW activities. 	
		2.5 Develop reverse integration opportunities through lunch time clubs, curriculum and playground arrangements * (see note below)	On-going from January 2020 TCB staff	<ul style="list-style-type: none"> TCB pupils establish free-choice friendships / collaborative relationships with mainstream peers 	Ongoing through 2020-21
		2.6 Introduce Deaf Studies as a scheme of work	Introduced 2018- present	<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 Develop self-advocacy skills Develop increased independence	2020-21 – every Friday with pupils in the TCB
		*Note – whilst COVID measures are in place, for the safety of children with HI, and to avoid the crossing over of bubbles, all teaching is taking place in the HI unit, until further notice. This decision has been made in agreement with parents. During break times the children operate as a bubble. This arrangement will be kept under review in accordance with the service level agreement with the Local Authority.			
Access to curriculum	3. Improve the progress of pupils with SpLD – in reading /writing/maths-tendencies	3.1 Develop training resource/ programme for existing staff in key areas of SpLD: <ol style="list-style-type: none"> Dyslexia Dyscalculia 	September 2020 J Millett D Wlosek H Bhagani	<ul style="list-style-type: none"> Pupils with SpLD are resourced to improve access Teachers aware of strategies and confident to use them Children to be engaged in learning Children to be active participants in learning and show confidence which transfers back into their own class Children to make progress against their own starting point 	Ongoing through 2020-2021 through drop ins. HLTA support in small groups in accordance with COVID measures.
	4. Increase access of pupils with disabilities to	4.1 Lower the IWBs for improved pupil access 4.2 Include pupils with disabilities in pupil voice	L. Chorekdijan-Jojaghaian J. Millett	<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 	Achieved Ongoing termly

mainstream activity	4.3 Promote Enrichment Offer to disabled pupils / parents	D Wlosek	with providers that comply with legal requirements* <ul style="list-style-type: none"> Increased access to curriculum for disabled pupils Pupil awareness of disability is raised <p>*NOTE- Activities/visits are dependent at this time on guidelines for COVID</p>	Ongoing
	4.4 PE Leader assessing SEND pupils to screen for sporting aptitude & put them forward for clubs *			Ongoing
	4.5 Ensure overseas residential visits are accessible for disabilities of any pupil in that year group *			n/a at this time
	4.6 Learning about pupils with HI / VI /disabilities to be included in curriculum/wider school learning **	PSHE J Chesney		Ongoing
	4.7 Improve acoustics in the Dining Hall using soundboards			Achieved
5. To encourage an effective and inclusive learning environment for all children with special educational needs and disabilities	5.1 Training for all staff on subjects relating to pupils special educational needs and disabilities from outside professionals Internal training on ELKLAN methods which supports communication in the classroom, and speaking and listening skills	Brent Professionals J Millett D Wlosek H Bhagani	<ul style="list-style-type: none"> Increased knowledge of potential barriers to learning and behaviour, as well as focusing on positive aspects of ASD and ADHD Children will be supported in the classroom Increased academic progress and self-esteem of all pupils 	Autumn and Spring term 2020/2021 ELKLAN – training to be given to all new members of staff BOAT to come in to give training for new teachers/TAs – Autumn term 2020
	5.2 Drop ins from the Senior Leadership team (SLT) and Special Educational Needs Coordinators (SENCOs) and TCB Lead Teacher– to observe teaching and access of learning to children with special educational needs and disabilities, and to give regular advice on eliminating barriers and improving access including how to support children with low working memory – ie giving shorter instructions * <ul style="list-style-type: none"> Drop ins will be in line with government guidelines re COVID and crossing bubbles at this time, and adhering to government recommendations 	Ongoing Senior Leadership Team (SLT) J Millett D Wlosek L. Chorekdijan-Joaghaian		Ongoing – in line with government guidelines re bubbles/safety in school

Access to curriculum	6. Raise awareness of achievements of people with disabilities	6.1 Use role models with disabilities, where possible for school workshops etc e.g. 'Can do' group	On going L. Chorekdijan-Joaghaian	<ul style="list-style-type: none"> Aspirations and expectations of pupils with disabilities raised Pupils will be able to identify and name inspirational deaf/ disabled notable historical figures, sportsman, actors etc. Pupils will be confident to ask disabled role models questions about themselves and their achievements. 	Role models with hearing impairments were used in the Summer term of 2017-18, and in Autumn term academic year 2018-19 and the academic year 19-20 (prior to the COVID pandemic)	
		6.2 Disability awareness will be addressed through the PSHE curriculum	September 2020 SLT/J Chesney			
Access to environment	7. Increase the levels of independence of pupils with disabilities	7.1 Environmental adaptations <ul style="list-style-type: none"> Thresholds to classrooms/fire exits/dining hall/toilets into playground painted Height adaptable table available for wheel chair users Contrast between doors and walls Re-paint yellow markers on stairs to increase contrast Increase contrasts between urinals and walls in accessible toilets 	SLT Governors	<ul style="list-style-type: none"> Environment is user friendly for people with disabilities 	Achieved: Threshold to classrooms etc painted Contrast between doors and walls Strips on stairs Handrail markers Floor slab markers to warn of stairs in some areas	
	8. Develop a dedicated space for sensory needs	8.1 Advice from BOAT re making a sensory space/purchase sensory toys	J. Millett D Wlosek	<ul style="list-style-type: none"> Children with sensory disabilities have access to suitable, personalised learning programmes which meets their needs 	Achieved but is not being used at this time due to COVID regulations- it will be re-visited at the appropriate time	
	9. Ensure appropriate accessible toilets to all users	9.1 Accessible toilets available in EY, KS1 and KS2 for children and adults	SLT	<ul style="list-style-type: none"> Children in Early Years will be able to access toilets specific to their needs 	Autumn term 2020- disabled toilet fitted for use by children in KS1	
Access to information	10. Improve access to a wider range of information about the school	10.1 Provide facilitators for parents with learning needs to complete documentation	On going L. Chorekdijan-Joaghaian	<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 COVID: Parents will be informed immediately how to access online learning if a lockdown should occur 	In order to facilitate meetings at the school, staff in the TCB will interpret for parents with a hearing impairment, if parents sign a form confirming they understand the TCB staff do not have the Level 6 certificate necessary to be able to officially interpret	
		10.2 TCB information for admissions				
		10.3 Provide interpreters for parents who need signed access to meetings				
		10.4 Statement of support made standard on all letters for disabled parents				

					of headed Kingsbury Green letters going out to all parents
		10.5 Regular SEN parent forums provide information and practical support led internally, or by Brent professionals * *NOTE- will be arranged in accordance with government guidelines for COVID	J. Millett D Wlosek		To be confirmed in accordance with government guidelines for COVID
		10.6 Ensure that information is shared with all parents in an accessible way to the <ul style="list-style-type: none"> Admissions form to be reviewed to include an area for parents to indicate if they have access needs under the Equality Act, in order for reasonable adaptations to be made when communicating with them. 	SLT		
Steps to Adulthood/Wellbeing	To promote protective behaviours in terms of keeping safe within the school and social settings	-Fully embed e-safety curriculum -Bespoke PSHE and SEMH programmes -Family Support Worker for children with SEMH difficulties Steps to adulthood for children in the TCB are discussed openly with children in Y5/ Y6 during their annual reviews to develop independence, responsibility and increased awareness. Weekly Deaf Studies sessions (a form of bespoke PSHE/ SEMH sessions for deaf pupils) with children in the TCB to discuss wellbeing, keeping safe etc.	September 2019 Ongoing Class teachers SENCOs PSHE coordinator Family Support Worker	Children can make sensible choices and not be influenced by persuasive peers inside or outside of school Children are equipped to attend secondary school to be independent thinkers	July 2021
	To promote staff wellbeing across the school	Access to counsellor Line managers open door policy to discuss concerns Limitation of working hours/in and out of school	Ongoing Line Managers Counsellor Head teacher	Work life balance Reduced absence	Ongoing
Emergency procedures for COVID Children in school:	To adhere to government guidelines to keep the risk to parents and children low during COVID	<ul style="list-style-type: none"> Pack lunch in classrooms other than Reception classes Year group bubbles with children segregated during learning and play times from other year groups Children have own equipment on their desks Deep cleaning of all surfaces every day More cleaners employed to clean toilets/other areas 	All staff	Children will be safe in school creating year group bubbles with minimal crossover	Autumn term 2020-ongoing reviews

Parents:		<ul style="list-style-type: none">• One way system set up for walking around the outside of the school• Parents requested to wear masks outside and asked not to gather to talk• Staggered start and finish times to avoid too many children at one time entering/leaving the school	Whole school	Parents and children will be safe and adhere to social distancing in accordance with government guidelines	
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