



Local Adaptations to AAT Accessibility Plan for Horton Kirby C.E. Primary School (from September 2022 to August 2025)

The On-going Development of the Local Plan

Information gathering

Information regarding disability is gathered on application to the school. The staff and pupil application forms give opportunity to share information regarding disabilities or health issues. This information is stored securely and shared with school staff as necessary. Where appropriate, transition meetings will be held with the pre-school, parents and health or other professionals prior to entry and on transition to secondary school.

Disabilities may be diagnosed when a pupil is already at Horton Kirby Primary School. Advice is taken from reports by Health Care professionals, Specialist Teachers and parents. Appropriate steps will then be taken to make arrangements for equal access to the school environment, curriculum and information.

This plan has been informed, and will be updated as needed, by continuously taking into account:

- Environmental audits carried out by the Local Authority and Kent Association for the Blind
- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the Local Authority and reports by representatives of the Local Authority

However, in order to be responsive to the changing needs of the school population there needs to be an on-going audit of strengths and weaknesses of Horton Kirby Primary School in working with disabled pupils. This should include the views of all staff, parents, pupils and service users and will continue to take into account:

Audit of Disability Access Improvements in Place Horton Kirby C of E Primary School

Current provision - environmental	Details
Accessible toilets	Accessible toilet facility accommodating a toilet with handrails, washbasin, shower and space for a child, wheelchair and up to two adults.
Disabled parking space	Available next to main the entrance to school.
Ramps	Available at the main entrance to school. (Same level access is available for ground floor classrooms)
Mobility training	No current need for provision. Previously two Teaching Assistants have been trained in mobility for pupils with visual impairment and whole staff awareness training.
Stairways and corridors	Edge of internal stairs painted yellow. Contrasting wall and floor colours.
Playground markings	Steps and edges painted yellow.
Lighting	Lighting in classrooms fitted with diffusers to aid visual impairment. Awareness of light levels.
Lunchtime supervision	Teaching staff and TAs in hall and playground at lunchtimes to supervise pupils with eating difficulties and ASD.
Sensory difficulties	Attention to lighting and noise – carpets in classrooms, diffusers on some lights, calmer areas of the playground and school. Care taken when positioning pupils with sensory impairments.

Current provision - curriculum	Details
Hearing Impairment	Hearing loops, correct seating position in classroom. Whole staff awareness training.
Speech and Language	Screening (Language Link), TA for Speech and Language. Extended service
Autistic Spectrum Disorders	Clear routines and boundaries, visual timetables, visual resources, picture software programs, work station etc. 1-1 TA support. Social Skills. Breakdown of tasks.
Physical disabilities / gross motor skills	Some teachers and TAs trained in BEAM in EYFS & KS1. Incontinence healthcare plan. Healthcare plans in place for other disabilities.
Fine motor skills	Write dance, Writing slopes, pencil grips, Stabilo pens/pencils, letterjoin.
Sensory difficulties	Writing slopes, relaxation of school uniform policy to allow for comfortable clothing, Sensory pathways in every area of the school and sensory boxes are in each classroom. Standing desks. Different entrances to school. Ear defenders. Fidget devices.

	Development of Sensory Room.
ADHD	Behaviour plan, time-out / regular breaks from activities, opportunities for increased physical activities, assistance with organisation of activities, visual timetables. Standing Desks.
Extra-curricular clubs	All clubs are open to all pupils within a specified age range.
Long-term illness / absence from school, hospitalisation etc.	Arrangements made with Health Needs Education Service for home tutoring when required.

Current provision - information	Details
Hearing Impairment	Hearing loops, correct seating position in classroom.
Visual programs	All staff trained in use of Communicate in Print.

Access to the physical environment

The ground floor is accessible to wheelchair users through the main door. Access to the disabled toilet is a level route through the main hall. Access to the ground floor classrooms is possible through the class doors to the playground and outside play areas but steps from the corridor from the hall to ground floor classrooms prevents direct access in a wheelchair to this area. The school has an upper floor where the Key Stage 2 classrooms are situated at present. As this floor has no lift facility, physically disabled wheelchair users would be unable to access the upper floor. At present there are no wheelchair users at the school. However, recognising our anticipatory duty, if a wheelchair user (pupil or member of staff) were to join the school their classrooms would initially need to be on the ground floor and plans made to have at least one lift installed.

At Horton Kirby we are aware that there may be disabled pupils needing adult support for personal care. The school has an accessible toilet facility accommodating a toilet with handrails, washbasin, shower and space for a child, wheelchair and up to two adults.

We have experience at Horton Kirby of pupils with various complex medical needs and staff receive information and training from health professionals where recommended. Teaching Assistants may be required to volunteer to carry out simple procedures. Job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included. Two Teaching Assistants have received mobility training.

An allocated parking space is available for parents of disabled pupils or disabled users. Access into school from the parking space is level with a ramp to the main door. As the main entrance door does not open automatically, unaccompanied disabled users may require assistance from reception when entering the school.

Some disabled pupils will need specialist equipment or furniture in order to access the curriculum. There is funding for pupils with Statements who require expensive specialist technical equipment from Kent County Council. This has been utilised in the past for a pupils with visual and hearing Impairments. However, the provision of most auxiliary aids and services is the responsibility of the school. This equipment (e.g. writing slopes, large key calculators, for example, will be ordered when general furniture and equipment is purchased.

Environmental audits are regularly carried out to ensure the school environment, including play areas, are more accessible for pupils with mobility and sensory difficulties. Attention has also been paid to providing calmer areas of the playground which can be used by pupils with social difficulties.

Access to the curriculum

All areas of the curriculum are made available to pupils regardless of their disability. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Auxiliary aids and services will be provided by the school to increase equality of opportunity. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. If certain physical activities are inappropriate, alternative physical activities will be offered. E.g. Handwriting practice might be inappropriate for some disabled pupils but practising keyboard skills is a suitable and valuable alternative. Or in P.E. a yellow ball with bells inside might be used for a pupil with visual impairment.

All Teaching Assistant have received basic speech and language therapy training, several have had additional input linked to the delivery of specific interventions. Additional staff training will be planned depending on the impairments of our disabled pupils in order to improve access to the curriculum. Training will be accessed from the Local Authority Specialist Teaching Service, Specialist schools or other specialist providers such as the RNIB or National Autistic Society.

In some cases an additional Teaching Assistant is made available in a classroom to provide support in order to access the curriculum.

Some pupils with a disability will have access to advice or teaching from the Specialist Teaching Service. The school has bought into the Extended Speech and Language service (19 visits per year). Outreach support is provided for pupils with ASD and HI.

Specialist equipment is made available to increase access to the curriculum for disabled pupils, e.g. hearing loops, books with large print (when required), writing slopes and pencil grips, standing desks. Subscriptions are made to access resources such as Speechlink and Languagelink resources.

Access to school visits can be problematic for some disabled pupils. If a pupil has a disability that impacts access to a school visit, reasonable adjustments are made to or more accessible venues and transport providers will be booked. Staffing will be increased when necessary or parents and carers will be invited to accompany the class on the visit in some cases.

Access to written information

Where a disability prevents equal access to written information, steps will be taken to ensure that information is provided in a manner which is easy for the disabled pupil to access. This might involve producing worksheets in a larger font size, Magnifiers to increase font size, Screenreaders such as Supernova, spoken books and using Brailers for the visually impaired.

Plan for future improvements to provision

Future provision - environmental	Details	Date
Ramps	Ramp to be made to playground entrance door.	
Lifts	To be installed if necessary on stairs to classrooms on ground floor.	
Future provision - curriculum	Details	Date
Hearing Impairment	Use of radio mic/hearing loops	When required
Speech and Language	Screening of speech skills using Speech Link.	On going

Making the plan available

The Access Plan will be made available to interested parties and is published on the school network and website.

For further guidance and support contact the Head Teacher or SENCO.

Reviewed September 2022