



Accessibility Plan and Policy

Section 1: Introduction

Khalsa Primary School we are committed to giving all of our pupils every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We will offer a broad and balanced curriculum and have high expectations for all of our pupils. The achievements, attitudes and well-being of all our pupils at school are important to us. The school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

As a school, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our pupils.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The school has a duty to carry out accessibility planning for disabled pupils.

Our Accessibility Plan is aimed at:

Increasing the extent to which disabled pupils can participate in the curriculum.
Improving the physical environment of the schools under the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and Improving the availability of accessible information to disabled pupils. We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability

The Equality Act 2010 defines a 'disability' as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' This has some overlap with the definition of 'Special Educational Needs' (SEN) in the Children and Families Act (2014), but not all pupils are disabled by their SEN and vice versa. 'Disabled pupils', for the purpose of this policy, refers not only to those pupils with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

Expectation of Staff

Staff have a responsibility to:

- Ensure that they do not treat a disabled person less favourably than someone else for a reason relating to the person's disability.
- Not indirectly discriminate against a pupil with a disability by failing to make a reasonable adjustment when a disabled pupil is placed, or is likely to be placed, at a substantial disadvantage in comparison with a person who is not disabled.
- Implement reasonable adjustments.

- Ensure that if a pupil discloses a disability, the member of staff should request their permission, where appropriate, to share this information with relevant colleagues.

This policy covers three aspects:

1. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the Schools' curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers entry into the school.
2. Improving the provision of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.
This will include planning approaches by which the school will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with special educational needs and disabilities (SEND). The delivery of such information should be in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents, and be within a reasonable timeframe.
3. Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

This covers improvements to the physical environment of the school and physical aids to access education. The School is committed to meeting legislative requirements, providing access as defined above and nurturing a culture of inclusion, support and awareness. The School will not treat disabled pupils less favourably and will take reasonable steps (the 'reasonable adjustment' duty) to avoid putting disabled pupils at a disadvantage in matters of admission and education. As a result, the School has regarded the need to allocate adequate resources for the implementation of this policy.

This policy is written under the requirements of the SEND Code of Practice (2014, updated September 2024) ('the Code') and Schedule 10 of the Equality Act (2010) ('the Act'), and sets out the School's strategy relating to improving access for disabled pupils, including those with learning difficulties. It draws upon the DfE guidance The Equality Act 2010 and schools.

Reasonable Adjustments-The 'Reasonable Adjustments' duty

The duty to make 'reasonable adjustments' does not include a duty to change physical features. It does include a duty 'to take such steps as it is reasonable to have to provide auxiliary aids where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'.

Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum

When planning, teachers will need to set high expectations and provide opportunities for all pupils to succeed, including pupils with disabilities. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To create effective learning environments this will include:

- Valuing all contributions
- Ensuring pupils feel secure and able to contribute appropriately

- Ensuring that all forms of bullying will be challenged
- Providing the adaptive equipment required as outlined by external professionals.

Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life (e.g. a wheelchair, a hearing aid or equipment to aid vision). However, teachers must take account of potential barriers to learning and, where necessary, ensure in their planning that they make provision to support individuals or groups of pupils to enable them to participate as fully and effectively as possible in the curriculum and assessment activities. This may include adapting / modifying resources and / or making them more accessible, e.g. providing soft copies / printed copies of teaching school material, ensuring font sizes and reproduced school materials are fully accessible, etc. Potential areas of difficulty should be identified and addressed at the outset of work. Also, during assessments, teachers should bear in mind that reasonable adjustments may need to be made to support individual pupils.

Curriculum planning and assessment for pupils with SEND must take account of the type and extent of the difficulty experienced by the pupil. Disabled pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists. Teachers should work closely with the teaching assistants and, where appropriate, representatives of other agencies who may be supporting the pupil.

Teachers will need to plan for pupils' full participation in learning and in physical and practical activities through:

- Using specialist aids and equipment
- Providing support from adults or peers when needed
- Adapting tasks or environments using the Learning Plans and relevant external report recommendations
- Providing alternative activities, where necessary

Teachers should also take specific action to enable the effective participation of pupils with disabilities, for example by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Taking account of the pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- Being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- Allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation
- Being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Plan opportunities, where necessary, for the development of skills in practical aspects of the curriculum, for example by:

- Providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the curriculum and enable pupils to make appropriate progress
- Providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or school materials or who may be allergic to certain types of school materials
- Ensuring that all pupils can be included and participate safely in school trips such as geography fieldwork, local studies and visits to museums, historic buildings and sites, etc.
- Identifying aspects of the curriculum that may present specific difficulties for individuals and making the adaptations necessary as recommended in Learning Plans or professional reports.

Sports

The Physical Education Department will need to make plans to consider provision for disabled pupils. Specifically, for disabled pupils who cannot access an activity, teachers will need to provide one or all of the following:

- Adapted, modified or alternative activities that have integrity and equivalence to the activities followed by other pupils and that enable the pupils to make progress.
- Specific support to enable the pupils to participate in certain activities or types of movement.
- Careful management of the pupils' physical regime to allow for specific medical conditions.

Recreational Activities and School Clubs and Societies.

Most recreational areas for break and lunchtimes are accessible. All after-school clubs will be accessible. Access to school trips may require alternative forms of transport (e.g. a taxi or minibus).

Improving the provision of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

Written information provided to pupils in School covers a wide range of areas. The curriculum school material provided through visual presentations (including, for example, textbooks and worksheets). This can be complemented by written information on white boards, flip charts or interactive technologies. Accessibility issues are considered when new equipment is acquired by the School to ensure that the current and future needs of all pupils are met as far as is reasonable.

In addition to curriculum information there is the wide variety of other information provided by the Schools to its pupils (e.g. the class timetable, homework diary, a letter about a class excursion, the School's termly newspaper, etc.). Where reasonable, this information will be provided in an accessible way to pupils with disabilities, recognising that different pupils are likely to require different arrangements in different situations.

Accessibility for all learners is considered when introducing and setting up new ICT hardware (e.g. interactive whiteboards / display screens), peripherals and software.

Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School

Although the duty to make 'reasonable adjustments' does not include a duty to change physical features, the School has a planning duty which includes physical improvements to increase access to education and associated services. The School will continue to work towards improving access for the disabled and intends to make alterations to the physical features of the School as part of its long-term planning process.

Wheelchair Users

The Khalsa Primary school building including the Gurdwara and the outdoor space is fully accessible to wheelchair users.

Support for Specific Areas of Need

Examples of implications of the reasonable adjustment duty for specific subjects

It is important for teachers to make adjustments to help disabled pupils overcome difficulties presented by particular aspects of the teaching and learning programme, for instance by:

- Using approaches to enable hearing-impaired pupils to learn about sound in science and music
- Providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- Adjusting or discounting these aspects in appropriate individual cases when required to make a judgement or academic attainment.

Access Arrangements

The school's policy and procedures with regard to Access Arrangements in Entrance Examinations and Public Examinations are outlined in the following policies.

- Admissions Policy
- Learning Support and Disability Policy
- Exams Policy

Working with external advisors

The SENCo, / Pastoral and Wellbeing Officer can be contacted by parents in relation to assessment of and on-going work with pupils. Where appropriate, the School will make use of external advisors (e.g. medical practitioners, Occupational Therapists, Speech Therapists, Visual Impairment teachers ect.) and has access to a range of services.

Health and Safety

There is Welfare Staff / First Aiders on site daily during normal school hours who would oversee the administration of any medicines required for a disabled pupil.

Staff Training

It is recognised that there is a need to ensure that skills are more specifically developed to enable teachers to provide effectively for pupils with a range of disabilities. Staff training and development will take place to ensure that curriculum access is further enhanced.

Examples of training which may be sought by and provided to teachers include:

- Ensuring access to text and supporting delivery of information in the three main areas of impairment (physical, hearing and visual), including through the use of different media
- Differentiation and / or scaffolding
- Developing ICT-based resources / templates which can provide a basis for effective information delivery (in both the curriculum and organisational/administrative aspects). Training will be provided on new ICT equipment to allow teachers to use special features to make teaching / resources more accessible to pupils with SEND.
- Specialised areas (e.g. Braille and BSL to ensure that effective communication can take place)
- Moving and handling training for specific staff members
- Manual handling training for all staff.

Section 2: Key Objectives

The school recognises its duty under the Equality Act 2010 to not discriminate against a pupil or potential pupil by treating them less favourably than others.

The Accessibility Plan aims to ensure that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SEND Lead has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extended school provision.

The plan addresses improving access to:

- The physical environment
- Education, facilities and services
- information usually provided in written form

KPS Equality and Accessibility Plan 2025-2026

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	<p>Quality First Teaching with enhanced provision for those identified with SEN</p> <p>Identify particular needs and what reasonable adjustments can be made to allow equality opportunity.</p> <p>Consider alternative communication systems.</p> <p>Consider the way in which information is presented to pupils.</p> <p>Consider ways in which pupils can communicate their ideas.</p> <p>Extra curricular activities available to SEN/EHCP students</p>	All children have access to all areas of the curriculum.	Ongoing - subject to the needs of individual children who attend the school.
<p>To plan specific staff training depending on the impairments of any particular pupils who attend the school.</p> <p>To seek advice from external agencies as needed, in order to support the particular pupils who attend the school.</p>	<p>Seek out specialist training according to the needs of children who attend the school.</p> <ul style="list-style-type: none"> • Sensory Circuits • LEGO • ELSA • Colorful Semantics • Positive Handling • ASD/ ADHD training • Dyslexia 	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing - subject to the needs of individual children who attend the school.
To actively promote equality, including disability equality.	<p>Promote through:</p> <ul style="list-style-type: none"> • Staff CPD • PSHE lessons • Assemblies • Celebrating difference 	Increased whole school awareness of equality and disability issues	Ongoing HT/SENCO / SLT
To ensure the environment is accessible for staff and pupils.	<p>Checking all equipment is serviced and working:</p> <ul style="list-style-type: none"> • Adjustable desks • Appropriate chair size • Adjusted coat hangers and steppers • Seating plans 	Staff and pupils being able to access the appropriate apparatus required for their needs.	SENCo to purchase equipment in line with professional guidance

	<ul style="list-style-type: none"> • Electric doors • Mini buses • Refuge points / toilet alarms • Disabled toilets clean and serviced • Keeping regular checks for any obstructions by entryways or corridors. 		
<p>As required for implementation of the Code, to ensure appropriate accommodations are in place for pupils with SEND (and other barriers to learning) attending the school, informed (in planning and review procedures) by the information retained on the Learning Support register, including:</p> <ul style="list-style-type: none"> • Identifying pupils with SEND • Raising awareness amongst staff • Introducing appropriate reasonable adjustments, as required • Introducing appropriate access arrangements, as required 	<p>The staff to have:</p> <ul style="list-style-type: none"> • Identified and categorised pupils with SEND (including through screening of new pupils, and the use of internal and external assessors) • Put in place appropriate ongoing 'assess, plan, do review' processes for these pupils • Contributed to the development of pupil tracking approaches (developed with Director of Studies), and analysis of performance of pupils with SEND relative to all pupils. • Reviewed (on an ongoing basis) the School's practices to ensure it is operating in line with the SEND Code of Practice. 	<p>Staff having updated information about pupils with SEND needs.</p> <p>Staff having regular contact and guidance from health professionals, in relation to the needs of specific children.</p>	<p>Ongoing subject to the needs of individual children who attend the Academy.</p>
<p>Continue to raise staff awareness, through the provision of professional development, of their and the School's duties towards pupils with SEND</p>	<p>To provide staff training on SEND legislation and the School's provision, focussing on one (or more) specific areas of SEND each year.</p>	<p>Increased staff awareness of the roles and responsibilities of the Learning Support department and of all staff, and the school's approaches to identifying and supporting individual pupils with SEND.</p>	<p>Ongoing - subject to the needs of individual children who attend the Academy.</p>
<p>To ensure exam scripts are accessible to all</p>	<p>Tests and Exams are presented in a format which all pupils can access,</p>	<p>Increased staff awareness of the</p>	<p>Ongoing - subject to the</p>

pupils	<p>including those with SEND. Individual access arrangements to be in place for individual pupils, where required, including:</p> <ul style="list-style-type: none"> • Provision of readers and scribes • Additional time • Colour overlays • Individual rooms / invigilators for pupils requiring rest breaks • SENCO and PL's to liaise with HT to ensure provision of appropriately modified scripts in public exams. 	roles and responsibilities of the Learning Support department and of all staff, and the school's approaches to identifying and supporting individual pupils with SEND.	needs of individual children who attend the school.
Ensure parents and carers have equal opportunities to access information	<ul style="list-style-type: none"> • Printed materials to be available online/ shared with parents via e-mail • Translating some presentations to Panjabi 	Parents have access to information which they can easily understand	Ongoing - KPS staff
Develop awareness of disabilities and medical conditions	<p>Guests invited to talk to children about living with a disability/ medical condition Diabetes assembly</p>	Increased awareness of disabilities and medical conditions within school community	Ongoing - SLT and teachers