Kesgrave High School

ACCESSIBILITY PLAN 2015

Governors Statement

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Head Teacher, SENCO and Business Manager are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a 3 year period.

1. The School's Accessibility Plan has been drawn up based upon consultation with parents, staff and governors (Premises and Site Committee) of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term plan ahead of the next review date. This plan was updated in January 2015 and reflects the statutory requirements of the equality act.

2. The Accessibility Plan is structured to complement and support the School's Equality policy, and is published on the school's website. .

3. The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

4. The School's approach is to implement continuous improvement in accessibility provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

   a. Improve access to the **physical environment** of the School, developing specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.

   b. Increase access to the **curriculum** for SEND pupils, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. 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 the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

   c. To continually improve the communication of **information both written and electronic,** to pupils, staff, parents and visitors with disabilities. The information will be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will address the need to continually raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7.   The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

      a.   Curriculum

      b.   Equal Opportunities Policy and objectives

      c.   Staff Development

      d.   Health & Safety (including off-site safety)

      e.   Disability Equality Scheme

      f.   Inclusion

      g.   Special Educational Needs

      h.   Behaviour

      i.   School Improvement Plan

      j.   School Brochure and Mission Statement

      k.   Teaching and Learning Policy

8.   The Accessibility Plan will be published on the School's website.

9.   The Accessibility Plan will be monitored through the Chairs Steering Group.

10.   The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Term Approved: Summer 2015
Review Date: Summer 2018

Accessibility Plan 2015

Improving the Physical Access

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Physical Access (1)	Provision for pupils with physical disabilities will be systematically enhanced to enable access to all parts of the school.	Improvement of door access and maintenance of lifts to all floors above ground level.	O-going	Head Teacher / Site Team	Pupils with physical difficulties have the opportunity to access the classrooms and other facilities.
Physical Access (2)	All staff make classrooms accessible	Develop system to allow entry for wheel chair users. Circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness.	On-going	Site Team / Senior Management Team / Teaching Staff — Head Teacher/ Subject Leaders/ Teachers	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety. Continuous improvement of classroom access for SEND pupils.
Physical Access (3)	Address entry areas that need development to be fully accessible.	Ensure all school building programmes are sympathetic to users with physical disabilities and use resources to upgrade other areas.	Ongoing	Head Teacher/ Business Manager/ Head of Learning Support.	Disabled pupils and visitors have complete access to all areas of the school.
Physical Access (4)	Continually monitor and develop signage and external access for visually impaired — Improve visibility around the school site.	Annually audit signage needs with visually impaired users of the facilities. Accessibility & clarity of signs around school.	As necessary	Business Manager/ Head of Learning Support. — Business Manager / Site Team	Safety for the visually impaired is improved within the school environment. Access around the school site is improved.
Physical Access (5)	Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary.	As necessary	Mr R Pearson	All disabled children and staff working with them are safe and confident in the event of a fire.

Accessibility Plan 2015

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Physical Access (6)	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	Mr B Pearson and Site Team	All fire escapes kept clear and pupils have safe exit at all times.
Physical Access (7)	Ensure that access to school buildings and site can meet diverse pupils needs	Awareness of independent access Clear identification of room functions.	Ongoing	Site Team / Head Teacher / Staff Head Teacher/staff	Access to school buildings and site improved
Physical Access (8)	Disabled bay signage/markings	Keep under review the need for disabled parking. Maintained bay maintenance annually assessed and upgrade.	As necessary	Site team/Head Teacher	Accessible parking bay for disabled staff & visitors. Clearly marked bays for disabled parking.
Physical Access (9)	Any redecorating or alterations within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	As necessary	Site team	The school decorates in a way that is sympathetic to the Visually impaired.
Physical Access Long Term	Any future plans for further development of the building take DDA issues in to account.	Work with surveyors when planning modernisations.	As necessary	Site team	Where it can be reasonably achieved, the school building continues to be accessible to all.

Accessibility Plan 2015

Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the Curriculum (1)	Ensure all Staff and Governors have access to specific training on disability/equality issues. On-going programme of Staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.	Use staff audit to identify training needs and inform professional Development process.	Ongoing with annual review.	CPD Co-Ordinator / SENDCO	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective.
Access to the Curriculum (2)	Ensure all staff are aware of disabled pupils' curriculum access.	Set up system for information to be shared with appropriate staff	Ongoing	SENDCO / Subject Leaders	All staff aware of individual pupils access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
Access to the Curriculum (3)	Ensure all staff are aware of, and able to use, SEN software and resources.	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources	Ongoing	Head Teacher /SENDCO / IT Team	Wider use of SEN resources in mainstream classes
Access to the Curriculum (4)	Ensure access to computer technology appropriate for pupils with disabilities.	ICT plan includes prioritised list for computer technology as required for pupils with disabilities	As required unless needs of pupils in school require immediate action	SENDCO / IT Team	Access to appropriate computer technology will be improved for all disabled pupils
Access to the Curriculum (5)	Reflect identified areas of need in lesson planning and delivery. Purchase of resources to increase student participation. Ensure all policies consider the implications of Disability access.	Incorporate Quality First teaching into all planning Consider all policies in view of priorities	Ongoing Ongoing	SENDCO/ Subject Teachers Head Teacher / Governors / Site Team	Improved access to curriculum for all pupils Access to all aspects of school life for all students

Accessibility Plan 2015

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the Curriculum (6)	Eliminate all discrimination and harassment of disabled pupils/stakeholders.	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. New staff to be aware of plan through induction	Allocated time system in place monitoring time	Head Teacher / SENDCO	Incidents of discrimination and harassment are zero
Access to the Curriculum (7)	Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions	Ongoing	School Office	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information
Access to the Curriculum (8)	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports See disabled sports people to come into school	As required	PE coordinator / SEND Team	All to have access to PE and able to excel
Access to the Curriculum (9)	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation

Accessibility Plan 2015

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the Curriculum (10)	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Development of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provide training for staff	Ongoing	SENDCO / Head Teacher	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.
Access to the Curriculum (11)	Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils	Provide training in relation to SLCD issues, for all staff	As required	Learning Support Team	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Access to the Curriculum (12)	Ensure all policies consider the implication of Disability access	Consider all policies in view of priorities	Ongoing	Governors	Access to all aspects of school life for all pupils
Access to the Curriculum (13)	Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction	Ongoing	SENDCO	Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process.
Access to the Curriculum Continuous	Ensure all children on SEND register have a provision map in place Provision maps for all children on the SEN register	Provision map is up to date and forms a key part of the planning and assessing process for all staff	Review every term	SENDCO	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.

Accessibility Plan 2015

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the Curriculum Continuous	Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Review EPR curriculum. Promote outside visits from disability groups	Ongoing	All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability
Access to the Curriculum Continuous	Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	Ongoing	HR	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
Access to the Curriculum Continuous	All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific equipment	Ongoing	All staff	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments

Accessibility Plan 2015

Improving Delivery of Written Information

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Delivery of Written Information (1)	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English	Part of Induction programme Ongoing	School Office	All parents receive information in a form that they can access
		Support parents to access information and complete school forms	Ongoing	School Office/ ICT Team	Parents Supported
		Ensure website and all document accessible via the school website can be accessed by visually impaired	Ongoing	School Office/website design team	All parents understand what are the headlines of the school information
Delivery of Written Information (2)	Continuously improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required and ongoing	Office/staff	Excellent communication
Delivery of Written Information (3)	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on conditions that require additional accessible information	Ongoing	SENDCO	Staff produce their own information
Delivery of Written Information (4)	Annual review information to be as accessible as possible	Develop child friendly IEP review formats	Ongoing	SENDCO	Staff more aware of pupils preferred method of communication
Delivery of Written Information (5)	Languages other than English to be available in school	Some welcome signs to be multi-lingual		EAL co-ordinator	Confidence of parents/Carers to access the child's education
Delivery of Written Information (6)	Provide information in other languages for pupils/ parents or prospective pupils/ parents who may have difficulty with English language documentation.	Access to translators, signs language interpreters to be considered and offered if possible.	As required	SENDCO	Pupils and/or parents feel supported and included

Accessibility Plan 2015

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Delivery of Written Information (7)	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment. Ensure Prospectus is available via the school website.	As required	Web site designer, School Office	All can access information about the school