



Kingshill Church School Accessibility Plan 2017-20

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Objectives

We are committed to providing an 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. We will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Kingshill Church School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will include short and long term aims. The plan will be updated annually.

The Accessibility Plan will contain relevant actions:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken annually. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- The Accessibility Plan is published on the school website
- The Plan will be monitored by the Governing Board
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of MAT and LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA/DfE for providing information in alternative formats when required or requested.

| Accessibility arrangements already in place at Kingshill Church School |
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| ● Disabled toilet situated next to Sapphire Class |
| ● Changing bed and shower installed |
| ● Ramp available for wheelchair access through School Hall |
| ● Disabled parking bay in car park |
| ● Provision for children with dyslexia-coloured acetates |
| ● Visual timetables available for children with ASD/ADHD |
| ● LSAs employed to work 1-1 with specific children |
| ● SATs - access to modified materials/extra time/scribes |
| ● SENCO arranges CPD for staff in relation to specific disability |

Access Plan

| | Objective | What | How | When | Comments |
|------------|--|--|---|-------------------------------|--|
| Short Term | Improve access to all aspects of school life for all users. | Investigate where improvements can be made. | Audit of need and environment | As need arises | |
| | Improve availability of written material in alternative forms | The school makes itself aware of the services available for converting written information into alternative formats. | Obtain resources from LA/Dfe | As need arises | School able to deliver written information to all pupils and parents with disabilities in alternative formats as necessary. |
| | Improve provision for children with autistic spectrum disorders and related disorders | Develop staff's knowledge and skills in addressing communicating difficulties for children with ASD etc. | Staff training of key people to cascade training to others. | As need arises | Staff have increased confidence and skills in working with children with ASD and related disorders – Increase in access to the whole curriculum. |
| Long term | Improve access within the school so that it is more physically accessible for wheelchair and other disabled users. | Provide a permanent ramp or lift within the school building. | Headteacher to explore all possible options and means of funding. | When finance can be obtained. | Temporary ramp now available to access all top rooms from hall. |
| | Improve physical access to designated areas | Electro magnetic door openers fitted to internal corridor in KS2 | Headteacher to explore all possible options and means of funding. | When finance can be obtained | |