



# School Accessibility Plan

**Date of Last Review: December 2017**

**Reviewed by: M Eastaugh**

**Agreed by Governors: 14 February 2018**

**Frequency of Review: Every three years**

**Date of Next Review: December 2020**



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## Introduction

This plan is drawn up in accordance with the Equality Act 2010 and as a consequence replaced existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

## Definition of Disability

Under the Equality Act 2010 'disability' is defined as:

"... a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## Key Objective

The primary objective is to reduce and where reasonably practicable and affordable eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils, with a disability.

## Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's special educational needs policy;

The school recognises its duty under the Equality Act to:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

The school also 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 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.

## Education & Related Activities

The school will continue to seek and follow the advice and guidance of central and local government, specialist advisers and practitioners, and of appropriate health professionals from the local NHS Trusts.

The school will:

- Review and develop curriculum pathways in support of individual pupils
- Through continuous professional development enable staff to respond to the learning needs of individual pupils
- Where appropriate and necessary provide in class support for individual pupils
- Source external support and guidance in support of individual pupils
- Make reasonable adjustment to ensure as far as is reasonably practicable individual pupils are able to experience curriculum enrichment
- Provide suitable and sufficient resources to enable individual pupils to access the curriculum
- Prepare and present information in a format that enables individual pupils to maximise their learning experience

## Physical Environment

The new school is designed to take account of the needs of pupils and visitors with physical difficulties and sensory impairments. When planning and undertaking remodelling, refurbishment and/or minor improvements of the site and premises accessibility will be taken into consideration For example, consideration will be given to: improved access, lighting and acoustics.

The school has been designed to ensure :

- The classroom environment as far as is reasonably practicable meets the needs of individual pupils in respect of:
  - Surface finishes
  - Lighting
  - Acoustics
  - Equipment
- Way finding enables individual pupils to navigate around the school site as independently as is reasonably possible/practicable
- As far as is reasonably practicable physical barriers are removed to enable individual pupils to move around the school site independently
- Furniture and/or equipment has been provided to enable individual pupils to access the curriculum
- External support and guidance is provided in support of individual pupils
- Essential equipment is provided to ensure the safety of individual pupils as they access the site

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### **Provision of Information**

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

The school will:

- Ensure information is presented/made available in a form that is accessible to individual pupils and their families
- Ensure that staff have the expertise and equipment to present information in support of individual pupils

### **Linked Policies**

This plan will link with the following school policies:

- School Development Plan
- Premises Development Plan
- Disability Equity Scheme
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy

### **Monitoring and Review**

The school constantly seeks to improve pupils' ability to access to the curriculum and the learning environment.

The school will:

- Endeavour to take into account individual pupil needs where reasonably practicable to do so.
- Constantly monitor best practice and in doing so strive to continuously improve the learning experience of all pupils.

Notwithstanding this, this plan will be reviewed by the school on a 3 yearly cycle.

## Appendix 1

### President Kennedy School Accessibility Plan - Action Plan (2017/20)

Ser	Area a	Target b	Strategy c	Lead Person(s) d	Timescale e	Review f
1	Admissions and exclusions	Continue/build on induction process for students with physical, sensory, emotional and/or behavioural difficulties  Improve awareness and skills of relevant staff on specific disabilities	Continue to visit feeder primaries and to invite students and parents/carers to pre-induction visits and taster days:  i). Pre induction meeting with parents/carers, previous education establishment and relevant support agencies ii). Identify barriers to learning. iii). Investigate and implement essential strategies to ensure smooth and successful transition iv). Review meeting after an appropriate period of time  i). Identify and deliver appropriate training for staff in support of student needs. ii). Deliver in-service training for all new staff	SENCo	Ongoing	Continuous
2	Education and associated services	Ensure teachers and support staff have the necessary knowledge	i). Develop and deliver training sessions for staff on supporting	SENCo	Ongoing	Annually

	Area	Target	Strategy	Lead Person(s)	Timescale	Review
Ser	a	b	c	d	e	f
		and skills to be able to modify work for students with specific needs, e.g. dyslexia, Autism Spectrum Condition (ASC), ADHD	individual student needs ii). Involve and seek opinions of parents/carers, external agencies in specific cases to ensure best practice, consistency in approach and support			
3	Examinations	Identify students with specific needs to ensure equality of opportunity when entering exams, through formal assessment of needs and application through the examination boards.	Providing appropriate support: i). Laptop ii). Scribe iii). Additional Time iv). Other as appropriate	SENCo Examinations Officer	Ongoing	Annually
4	Practical activities	Identify students with specific needs to ensure equality of opportunity through the provision of appropriate support, e.g. Teaching Asst	i). Provide advice and training for staff on physical disabilities ii). Adapt sessions to enable participation	SENCo	Ongoing	Annually
5	Built Environment – Physical Access	Continually review and where reasonably practical to do so improve the built environment.  Improve accessibility to the curriculum through wireless and other technologies	Where possible to do so, remove or reduce barriers to inclusion as the second phase of the school building programme develops to ensure accessibility to all parts of the school site, including retained buildings. Introduce IT facilities that will enable all to access new technologies across the school	Headteacher Associate Headteacher SENCo Operations Director	Ongoing	Annually



	Area	Target	Strategy	Lead Person(s)	Timescale	Review
Ser	a	b	c	d	e	f
		Ensure the second phase of the school build takes full account of the physical, sensory and psychological needs of students, staff, visitors and the wider community.	site Through dialogue with the ESFA and the FM company develop a school and sporting facility that is fully accessible regardless of ability/disability			