



Kelmscott School

"Putting Learning First"

# Accessibility Plan

**March 2019**





## Accessibility Plan

Kelmscott School

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Act requires the governing body to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to.

The Department for Education (DfE) has published advice on the Equality Act, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Plan operates alongside the school's SEND Policy and is consistent with it in terms of principles and approaches to resourcing. The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this.

The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEND students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the school community.
- To build a community that respects the celebration of achievement at all levels.

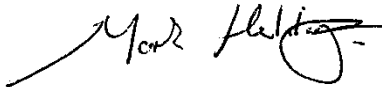
Date: January 2019

## Access Improvement Plan

School Development Priority	Action	Responsibility	Timescale	Success Criteria
Risk assessment on school accessibility.	SENDCo to do a risk assessment on school accessibility.	SENDCo, Site Manager / S. Hosein Union Health and Safety Reps	February 2019	Assessment completed/and action plan revisited.
Audit of accessibility	Students and adults to complete school accessibility questionnaire	SENDCo	June 2019	Questionnaire completed and returned
Availability of written material in alternative formats	Improve availability of information for parents-display appropriate leaflets for, students parents and carers to collect.	SENDCo	December 2019	Information to disabled students/parents and carers as appropriate. This is in the form of: <ul style="list-style-type: none"> <li>▪ Newsletter for parents and teachers</li> <li>▪ Enlarged exam papers for visually impaired students</li> <li>▪ Laptops and scribes used in exams.</li> <li>▪ Several languages covered by staff and translation services.</li> </ul>
Training for teachers on differentiation the curriculum and effective communication with parents and carers.	Staff training and meetings with parents/carers arranged	SENDCo	In place and Ongoing	Increased access to the curriculum. Needs of all learners met.  Parents/carers and new staff are fully informed.
Training for staff on increasing access to the curriculum for disabled students	Ongoing training on students with SEND	SENDCo	In place and Ongoing	Increased access to the curriculum. Needs of all learners met.  Whole school/curriculum support documents on T-

				<p>Drive</p> <p>Included as part of PGCE programme</p>
Appropriate use of specialised equipment to benefit individual students and staff	Sloping boards and adjustable tables for students with a physical disability. Software and specialist headwear	SENDCo S. Hosein K. Desoisa	In place and Ongoing	<p>Increased access to the curriculum. Needs of all learners met.</p> <p>Adjustable tables in science labs</p> <p>Eye gaze equipment for communicating with staff.</p>
Provision of wheelchair accessible toilets with changing facilities. Ideally in both buildings.	Maintain wheelchair accessible toilets with changing tables.	S. Hosein	In place in the main building	Build into the maintenance budget. Maintain wheelchair accessible toilets with changing tables in both buildings, near main office.
Fit grab rails where necessary to aid movement around the school.	Install grab rails around the school site, including classrooms and other appropriate locations	S. Hosein	Ongoing	Cost of a new grab rails as needed. Accessibility of the school and play areas increased. Physically impaired students are able to access all areas. Whilst this is not in place students with mobility issues are escorted.
Access into school and reception to be fully compliant.	Maintenance of the automatic door for wheelchair usage. Clear route throughout the school including front of school and outside areas.	S. Hosein	Ongoing	<p>Build into maintenance budget. Physical accessibility of school.</p> <p>Disabled parking and external ramp.</p> <p>Doors to be repaired</p>
Improve independent access within the school.	Fit automatic doors throughout the school	S. Hosein	Ongoing	Cost of new automatic doors. Will be in the new plans for building.

	especially all main entrance and exits.			
Improve signage to indicate access routes around the school.	Signs indicate lifts, wheelchair friendly routes around the school.	S. Hosein/SENDCo	Ongoing	Provide access plan of building in reception area.
Maintain safe access around exterior the school.	Ensure that pathways are kept clear of vegetation.	S. Hosein/Site Manager	Ongoing	Disabled people/students to move unhindered along exterior pathways.
Provide specialist Play/PE equipment	Enable disabled students to enjoy play and take part in PE lessons and sports day activities.	SENDCo/Head of PE	In place and ongoing	Disabled students actively involved in play, PE and sports day
Improvement to help the people with hearing loss	Hearing loop fitted in main reception	S. Hosein/SENDCo		Communication improved.

<b>Approved by Governors:</b>	<b>19<sup>th</sup> March 2019</b>
<b>Signed on behalf of the Governing Body:</b>	
<b>Review Date:</b>	<b>January 2020</b>