

Kemble School accessibility plan 2014 - 17

Introduction:

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

At Kemble school we believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. We strive to take the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life. The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that everyone receives the same standards of education whenever possible given the financial and logistical context of any given situation.

The aim of this accessibility plan is to:

Ensure that all members of the school community can participate fully in all aspects of school life through:

- Increasing the extent to which all pupils can participate in the 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 the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum
- Improving the physical environment - this covers improvements to the physical environment of the school and physical aids to access education
- Improving the availability of accessible information - examples might include handouts, timetables and information about the school and school events; the information should be made available in various preferred formats.

Accessibility to the curriculum

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method. Who? How?
Increase confidence of all staff in differentiating the curriculum	Appropriate training needs identified. (Staff audit) Monitor planning Staff training	SLT SLT	October 2014	Planning demonstrates clear differentiation.	Lesson observation/ planning scrutiny CC
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 Staff using resources in classroom	AN/KW All staff	July 2014 September 2014	Staff have copies of resources Wider use of SEN resources in mainstream classes	List in SEND files AN AN - through resources signed out / learning walks/ pupil conferences
All staff have a clear understanding of specific learning needs. E.g. Autistic Spectrum, Behavioural Emotional Social Difficulties, Communication and Language, Dyslexia etc	Staff meeting using IDPs TA training	AN	Autumn 2014	All staff demonstrate a clearer understanding of needs and how to support individuals	SEND Governor/ Governor visit and monitoring IEPs
Classrooms are set up to support a dyslexia friendly environment	Staff Training Checklist made available Training and support to use appropriate software	AN KW Clicker Sentences, Clicker docs, Spelling City /Nessy	Autumn 2014 September 2014 On going	Checklist distributed Classrooms set up meeting checklist Using software appropriately when required	CC learning walk / learning environment checklist SLT Use of iPads
Staff aware of communication issues faced by children with hearing impairments	Staff training using book A Deaf Friendly School Seek advice from hearing impairment team as required	AN	March 15 (earlier if required)	Staff demonstrate awareness and plan appropriately when required	SEND Governor Pupil /staff conferencing

Appropriate resources provided in every classroom to support individuals	Practical resources and arrangements planned to provide the necessary breaks needed.	All staff	September 14	Classrooms set up and TAs employed to fully support pupils.	SEND Governor/ Governor visit
Classrooms are optimally organized to promote the participation and independence of all pupils.	Review classroom layout and equipment to support the learning process in individual class bases considering individuals in the class.	All staff	September 2014	All pupils able to access the curriculum as independently as possible. All pupils able to access resources.	Learning walks and discussions with class teachers. SLT /SEND Governor
Extracurricular activities: All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	CC	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in accessibility to all school activities for all pupils Governors – (children and learning)

Accessibility to the Physical Environment

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method. Who? How?
Ensure that all disabled Individuals can be safely evacuated.	All staff aware of the way individuals might react to loud noises, including fire alarms, and children are prepared about what to do in different situations. Put in place Personal Emergency Evacuation Plans for individuals as required	All staff Social stories Personal Emergency Evacuation Plans for identified individuals	Ongoing	All individuals and staff working with them are safe and confident in the event of fire.	Regular fire practice Discussions with individuals and TAs CC
Ensure all fire escape routes are clearly signed and suitable for all.	Escape routes are kept clear Install ramps where and when required e.g.(Oak classroom/ Playgroup/)	Governors - Building and premises	Ongoing	Fire escapes kept clear Ramps in place where needed	CC
Steps are marked and clearly visible	Review and paint white stripes on edge of all external steps	Governors - Building and premises	Ongoing	White lines clearly mark the edges of all external steps	CC
Improve signage and external accessibility for visually impaired people	Replace external light bulbs immediately when blown Get advice on appropriate colours/styles for signs and replace temporary ones (when required)	Governors - Building and premises	Ongoing	Safety for the visually impaired is improved within the school environment Accessibility around the school site is improved	CC learning walks
All outside emergency lighting around the school is working	Regularly check outside lights Replace external light bulbs immediately when blown	Governors - Building and premises	Ongoing	Lights working making it safe to move around the outside of the school.	CC / All Staff/premises governors
All steps to have hand rails	To install hand rails to the second set of steps leading down to outside classrooms when required	Governors - Building and premises	Ongoing	Hand rails installed	CC
Ensure there are toilets which are fully	Provide handrails in the toilet cubicles (when	Governors - Building and	Summer 16	Toilets accessible for pupils with disability	CC

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method. Who? How?
accessible for pupils with mobility problems	required)	premises (LA advice when needed)		problems	
Some children are unable to reach the whiteboards in their classroom	Check each class has steps or purpose built storage steps that allow children to safely work on the IWB in their classroom	Governors - Building and premises	Summer 15	All children can now safely access the IWB	KW Classroom visit
Outdoor play equipment fully accessible to all children	Regular safety checks	Contractor	annually	Equipment made safe and provision provided, where needed, for individuals	CC maintenance log
Provide disabled parking bay for parents when required	Staff aware of the need to making Staff car park available for disabled parents or visitors to attend events at school and arrange with individual Provide a ramp to enable access to the school hall.	All staff Governors - Building and premises	Ongoing	All pupils, parents and visitors able to attend school events	CC parent questionnaire
Make the car park available for Taxi and school bus to drop off and pick up children safely	Car park left unlocked till relevant children arrive BT to arrange with transport providers how to open gates	All staff, specific TA supporting child BT	Ongoing	All children arrive and leave school premises safely	CC

Access to Information

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method. Who? How?
Review information to parents/carers to ensure it is accessible	Consult parents/carers about accessibility needs when child is admitted to school Review all letters home to check that they are written in Plain English Produce newsletter in alternative formats if needed	CC/BT CC BT	Ongoing Ongoing As needed	All parents receive information in a format that is accessible	Parents survey
All staff fully aware of the needs of parents/carers and ensure that individuals are given the necessary information. E.G. EAL, those with poor literacy skills.	Compile a list Staff training	AN /BT CC/AN	End of May 2014 End of May 2014	List distributed to classes All staff communicating effectively with parents	CC – Check lists available Parents well informed.
Awareness of difficulties some children have in accessing written information	Raising staff awareness of font size and page layouts will support pupils with visual impairments to support pupils Raising staff awareness of the need to use appropriate fonts and colour combinations (e.g. IWB screens, coloured overlays, coloured papers) Provide tracking devices as needed	AN AN All Staff Bookmarks guides	July 2014 July 2014 July 2014	 Pupils given appropriate tools to support	CC - lesson observations / informal drop ins.
All signs are clearly and easily understood	Audit school signage - replace as required	AN/KW	July 2014	All visitors understand signs	Buildings and Premises governor Who?
Use of symbol software to support communication as required	Software installed	KW	July 2014	Appropriate resources produced as needed	AN/SEND governor

September 14

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method. Who? How?
	All staff are aware of and can use the Communication in Print software to support as required		Autumn 2014		