

JKHS ACCESSIBILITY POLICY

Introduction

Within our school ethos we clearly state the importance of valuing the individuality of all of our pupils. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children are paramount. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This Accessibility Policy pays due regard to government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) and to other past legislation, including the Disability Discrimination Act of 1995 and the SEN and Disability Act 2001.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services. From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

At John Kyrle we recognise that the Disability Discrimination Act 1995 places the following duties upon us:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the proprietors:

- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled;

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Headteacher. The plan within this policy sets out the proposals for increasing access to education for disabled pupils.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Policy Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

- We will ensure that pupils with disabilities have the same opportunities as nondisabled pupils to benefit from the education our school provides;



- We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability;
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage;
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

What is disability?

- The Disability and Discrimination Act states that 'a person suffers from a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out day-to-day activities'.
- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupil's everyday life.
- Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs and vice versa.

Removing barriers

- The school will make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.
- Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher may wear a microphone and transmitter.
- The Accessibility Plan covers the measures we have already taken, and are still taking to improve our school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environments of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- Access to the school, by installing ramps and handrails where necessary.
- Movement around the building, e.g. by adaptations such as improved colour schemes for people with impaired sight;
- Accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms;
- Information and communication technology, by selecting appropriate hardware and software.
- Signage, by putting it in clear print.

The curriculum

- We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport and music. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.
- We use language that does not offend and we make staff and pupils aware of the importance of language.
- The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to the classroom organisation, the deployment of support staff, timetabling and staff training.
- Many of the adjustments we make are dependent upon individual needs and we are moving towards more individualised approaches through pupil profiles, provision maps and in-depth education health care plans (EHC plans).
- We seek to respond to guidance from the parents and children. We also welcome the advice from external agencies such as specialist teachers, physiotherapists and educational psychologists.



Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required. This may be in the format of braille, large print or widgeo. Alternatively it may be transmitted orally or through lip-speaking. Information will also be available on our website.

Safeguarding

At John Kyrle High School safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environments which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding John Kyrle proceed will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Safeguarding Officer: Trixie Clark (SENCO).



John Kyrle High School - Accessibility Plan 2016 to 2019

Curriculum

- Information obtained on future pupils to facilitate advanced planning.
- Established procedures for the identification and support of pupils with special educational needs.
- Detailed pupil information on SEN pupils given to relevant staff.
- Termly whole school pupil progress meetings with SENCO.
- Liaison with and support for staff and parents from external agencies (Educational psychologist, CAMHS, speech and language therapist).
- SEN friendly classrooms with visual timetables.
- Individual timetables for children with severe learning needs.
- Visual timetables on a whole class and individual level, individualised support programs, personalise learning and first quality differentiated teaching to ensure access to the curriculum.
- Specials arrangements for assessments.
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Learning support assistants and teaching assistants deployed to implement specific literacy, numeracy and speech and language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Installation of electronic white boards in teaching rooms – it is recognised that children with learning difficulties and children who are partially sighted find it easier to learn when an electronic whiteboard is used. Variation in colour backgrounds and visuals are used to support different needs.

Physical environment

- Quiet room access (WyeLearn);
- Open, spacious classrooms;
- Interactive whiteboards in most teaching classrooms;
- Corridor lighting to support visual impairment.

Other facilities/provision including access to information

- Can do ethos and positive approach
- Open door policy
- Education Health Care Plans (EHC plans)
- LAC reviews
- PEPs
- Reward system
- Outdoor activities
- Teaching staff experience to support children with ASC/D
- Annual training for teacher and TA to personalise learning for each child
- Staff training by SENCO includes training for trainee teachers and support staff
- Learning Walks (trustees).

Provision of information

- Review meetings
- Open day and open evening
- Meetings with external agencies as required
- Information from external agencies will be discussed and they are encouraged to attend meetings with parents
- Parents/carers of pupils with EHCP and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school.



Improving the access to the curriculum				
Objective	Strategy	Outcome	Timescale	Goal-achieved
Improve the 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, removing barriers for access to the curriculum	Documentation from the Inclusion Team as to how to identify and support children with a range of needs within school to be given to all teachers. Specialist teachers, educational psychologists, SALT, invited into school regularly to offer advice and guidance in how to support children in accessing the curriculum and in the writing of targets for the Individual Pupil Profiles. Staff to be trained as and when required in medical needs for residential visits out of school e.g. epilepsy	Staff will be more secure and confident in identifying children with learning difficulties and disabilities. Staff to be more confident in devising strategies to enable children to access more of the curriculum	Ongoing	Pupils are more able to access the curriculum regardless of their Learning Difficulties and Disabilities
Increasing accessibility to written recording for pupils with SPLD	Specific sessions conducted within school to support the children with their word processing skills through use of ICT	Children will be able to type their work within lessons whilst working on the same tasks as their peers.	September 2016	Increased access to the curriculum.

Improving delivery of written information				
Objective	Strategy	Outcome	Timescale	Goal-achieved
Increase awareness for staff of the importance of good communication systems	Advice and training as required – new members of staff trained at induction.	Better awareness of employees and adults at school	September 2016	Yes - increased effectiveness in meeting the needs of adults and children
Adaptations of all school publications to promote the availability in different formats when requested	Add to all school published information of different formats	A statements on whole school publication to raise the aware of different formats that can be requested	December 2016	Yes - written material published by the school is available for all.



Improved signage and visual symbols around school for disabled access routes to fire points etc.	Audit of the site signage and any necessary amendments made	Clear signage for everyone	December 2016	Clearly signed access routes around the school site. Continually reviewed.
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Developing access to the physical environment of the school

Objective	Strategy	Outcome	Timescale	Goal-achieved
Provision for a disabled toilet in the bathroom (WyePod)	Consider in whole school building plans for additional disabled toilet facilities	Toilet for disabled use	Completed August 2016	Provision of toilet facilities in place. Future plans for more provision to be considered.
Improve access for pupils and adults with disability to the school by installing automatic door.	Access audit.	Improvements to allow access for children and adults with disabilities.	Completed August 2016	Yes partially – increased accessibility of the school by installing a set of automated doors. Further accessibility to be considered as a whole school development.
Ongoing maintenance of paths around school and garden area	Paths to be maintained and repaired around school	School will be easier to move around for all pupils and adults	Ongoing	Increasing ease of movement around the school site.

