

John Kyrle High School

Accessibility Plan

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 also work closely with pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning. 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 JKHS promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This Access Policy pays due regard to government law, but not limited to 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 past legislation, including the Disability Discrimination Act of 1995, 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.

Under the Equality Act, 2010, we at JKHS ensure all pupils have access to education by addressing the following three areas:

- Not to treat disabled pupils less favourably for a reason related to their disability, and ensure improving information delivery to all;
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage, and can participate in the school curriculum;
- To make reasonable adjustments to the school environment, so that there is increased access to education and associated services for pupils with disabilities.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the headteacher at a minimum of every three years. The plan within this policy sets out the proposals for increasing access to education for pupils with disabilities.

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

Policy Aims

JKHS 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 Equality Act 2010 states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or 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 pupils' 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 will always try and face the child when addressing the class, or, in severe cases, 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 pupils and staff with disabilities by developing the physical environment 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 when 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 appropriate hygiene/medical facilities,
- 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 classroom organisation, the deployment of support staff, timetabling and staff training

- Many of the adjustments we make are dependent upon individual needs, and we have moved towards more individualised approaches through student support guides, provision maps and in depth Educational Health Care Plans (EHCPs)
- We seek to respond to guidance from the parents/carers and pupils. We also welcome the advice from external agencies such as specialist teachers, physiotherapists and educational psychologists
- Information is 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 Widget. Alternatively, it may be transmitted orally or through lip-speaking. Information will also be available on our web-site.

Safeguarding

At JKHS, safeguarding and child protection are 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 environment which includes the right to protection from all types of abuse. 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, procedures will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Lead, Trixie Clarke (SENCo).

John Kyrle High School Accessibility Plan 2018 to 2021 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 SEND 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).
- SEND 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, personalised learning and first quality differentiated teaching to ensure access to the curriculum
- Specialist arrangements for assessments
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Teaching Assistants deployed to implement specific literacy and numeracy 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 independent study room access (Wyepod)
- 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
- Educational Health Care Plans (EHCPs)
- LAC reviews (Looked After Children)
- PEPs (Personal Education Plan)
- Reward System
- Outdoor activities
- Teaching staff experienced to support children with ASC/D.

- Training for teachers and teaching assistants 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 days 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 an 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
- Home visits

Improving 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 equipped to assess and provide for the needs of pupils with disabilities and learning difficulties, removing barriers for access to the curriculum	Documentation from the SENCo as to how to identify and support pupils with a range of needs within school to be given to all teachers. Specialist teachers, educational psychologists, SALT, invited into school to offer advice and guidance in how to support pupils in accessing the curriculum and in the writing of student targets for the student support guide	Staff are secure and confident in supporting pupils with learning difficulties and disabilities. Staff are confident in devising strategies to enable pupils to access more of the curriculum	Ongoing		Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities
Improving access to trips and visits	Staff to be trained as and when required in medical needs for trips and visits out of school e.g. epilepsy	Staff are confident when taking trips and visits out of school	Ongoing		All pupils can access all trips and visits should they wish to

Improving delivery of written information				
Objective	Strategy	Outcome	Timescale	Goal Achieved
Adaptations of school publications to promote the availability in different formats when requested	Add to all school published information the possibility of different formats, including language, typeface, size, etc.	A statement on whole school publications to raise the awareness of the different formats that	Ongoing	Written material published by the school is accessible to all

Improving signage and visual symbols around the school for disabled access routes to fire points etc	Audit of the site signage and any necessary amendments made	they can be requested in Clear signage for everyone	Ongoing	Clearly signed access routes around the school site
--	---	--	---------	---

Developing access to the physical environment of the school				
Objective	Strategy	Outcome	Timescale	Goal Achieved
Improve access for pupils and adults with disabilities to the school by installing automatic doors at the front of the school.	Access audit and ongoing monitoring as the dynamics change.	Improvements to allow access for pupils and adults with disabilities ensuring 'free' access where possible.	Ongoing	Increasing the accessibility of the school to eliminate environmental barriers.
Ongoing maintenance of paths around school and garden area	Paths to be maintained and repaired around school – regularly monitored by site team and external agencies.	School will continue to provide easy movement around for all pupils and adults.	Ongoing	Increasing ease of movement around the school site