

## JKHS ACCESSIBILITY PLAN

### Aims

John Kyrle High School and Sixth Form Centre is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

JKHS aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Within our school ethos, we clearly state the importance of valuing the individuality of all of our students. We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We also work closely with students, their parents/carers 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 students. The achievements, attitudes and well-being of all students are paramount. We want all students to be happy, healthy and successful as we continue to promote the individuality of all students, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This plan will be made available online on the school website, and paper copies are available upon request.

JKHS is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

JKHS supports any available partnerships to develop and implement the plan.

The JKHS complaints procedure covers the accessibility plan. If any parent/carer or student has any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and trustees of the school.

### Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.



JKHS is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to the premises.

This policy complies with our funding agreement and articles of association.

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|  | <p>parent/carer participation is encouraged</p> <ul style="list-style-type: none"> <li>• Regular progress reviews take place so that reasonable adjustments can be made</li> <li>• Any reasonable resources tailored to the needs of the students are met to enable access to the curriculum</li> <li>• Guidance is sought from external agencies such as specialist teachers, physiotherapists and educational psychologists</li> <li>• Individual risk assessments, care plans and personal emergency evacuation plans are in place for some students, where necessary. Evacuation chairs are in place for students who are wheelchair users. Wheelchair users receive training from external agencies in respect of safety around the JKHS site.</li> </ul> |  |  |  |  |  |
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|  | <ul style="list-style-type: none"><li>• Training for staff and teaching assistants takes place as required to ensure the needs of students can be met. Some staff are trained in personal care and manual handling</li><li>• Curriculum progress is tracked for all students, including those with a disability</li></ul> |  |  |  |  |  |
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| Aim  | Current good practice  | Objectives   | Actions to be taken   | Person responsible   | Date to complete actions by             | Success criteria   |
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| <p>To improve the delivery of information to students with a disability</p> <p>To ensure course design, delivery and assessment are accessible to students with a disability</p> | <ul style="list-style-type: none"> <li>• We make reasonable adjustments to ensure students with disabilities are not placed at a disadvantage</li> <li>• We use language that does not offend, and we make staff and students aware of the importance of language</li> <li>• Liaison takes place with external agencies to ensure the most appropriate methods are used</li> <li>• A range of communication methods to ensure information is accessible exists : <ul style="list-style-type: none"> <li>- internal signage</li> <li>- coloured filters</li> <li>- coloured books</li> <li>- induction loops</li> <li>- pictorial or symbolic timetables/maps</li> <li>- variation in colour backgrounds on white boards</li> </ul> </li> <li>• Other adjustments could include:</li> </ul> | <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• We continue to operate a 'can do/positive' approach</li> <li>• As an inclusive school, we continue to support the rights of all students, including those with disabilities</li> <li>• External agencies continue to be welcomed into JKHS and they provide invaluable recommendation to the students within our care</li> </ul> | <ul style="list-style-type: none"> <li>• Our JKHS school council will be informed of the plan in greater depth. It is vital we hear their views</li> <li>• Our links with local GPs are strong and we will ask further views via Dr Lennane (mental health lead)</li> </ul> | <ul style="list-style-type: none"> <li>• Mrs Clarke via Mr Croad</li> <li>• Mrs Clarke via Dr Lennane</li> </ul> | <p>January 2020</p> <p>January 2020</p> | <p>The voice of the student is heard via our school council. The SENCo is also the new chair of the school council (November 2021) and students with disabilities are well represented across the year group representatives.</p> <p>Our links with the local community are important to us as a school and have enhanced our provision. Dr Lennane and the SENCo meet on a regular basis to discuss the individual needs of students (where permission has been granted), as well as needs within the local community and how to address them.</p> <p>We continue to receive regular visits from Mr Cameron Wood who is a wheelchair user and advocates for his fellow wheelchair users. He has held surgeries with JKHS students as well as taking assemblies. Mr Wood is passionate</p> |



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|  | <ul style="list-style-type: none"><li>- large print</li><li>- braille</li><li>- audio format</li><li>- we adapt school publications to promote availability in different formats</li></ul> |  |  |  |  | about inclusion and access for all. |
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| Aim  | Current good practice  | Objectives   | Actions to be taken  | Person responsible                  | Date to complete actions by             | Success criteria   |
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| <p>To improve and maintain access to the physical environment for all students, staff and parents/carers with a disability despite the multi storey nature of our JKHS site</p> <p>For all students with a disability to be able to navigate the multi storey school site and be able to participate fully and independently</p> | <ul style="list-style-type: none"> <li>• We endeavour to improve provision for students, staff and parents/carers with disabilities within the limits of the resources available</li> <li>• Ramps and handrails are in place where necessary</li> <li>• Lifts are accessed via an individual lift key</li> <li>• Disabled toilets and changing facilities are available</li> <li>• Medical and hygiene facilities are relatively private for those students with the greatest need</li> <li>• Colour schemes and clear signage have been considered</li> <li>• Automatic doors are in place at the front of the school and in key areas</li> <li>• Quiet independent study rooms are accessible</li> </ul> | <ul style="list-style-type: none"> <li>• The library has been raised as an area that is only accessible via the lift and not every student with a disability is able to access the lift based upon their own risk assessment</li> <li>• Automatic doors have been requested by several wheelchair users in the canteen/ garden area</li> </ul> | <ul style="list-style-type: none"> <li>• The location of the library has been discussed by staff and students over the years.</li> <li>• Mrs Clarke to make a referral to the local authority in respect of funding for automatic doors</li> </ul> | <p>Mrs Clarke</p> <p>Mrs Clarke</p> | <p>January 2020</p> <p>January 2020</p> | <p>All students with disabilities have access to a range of reading materials regardless of the location of the library. The SENCo assists the one student within JKHS who is not able to access the library in its current location</p> <p>All students with disabilities are able to move independently around the school site. The doors into the canteen are kept open and there is ramp adjacent to the garden area allowing access</p> |



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|  | <ul style="list-style-type: none"><li>• Classrooms are spacious and where they are not, we are able to make room changes as required</li><li>• Parking bays for students with disabilities, staff and parents/carers are at the front of the school</li></ul> |  |  |  |  |  |
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## Links with other policies

The accessibility plan is linked to the following policies and documents:

- Risk-assessment policy
- Health and safety policy
- Equality information and objectives (public-sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the trustees, Trixie Clarke and Christine Bryan (Health and Safety Officer).

SLG: Trixie Clarke

Reviewed date: November 2021

Renewal date: January 2023

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