



ACCESSIBILITY PLAN

John Kyrle High School

Approved by:	Trixie Clarke	Date:	January 2020
Last reviewed on:	January 2020		
Next review due by:	January 2023		

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan.....	4
4. Monitoring arrangements.....	13
5. Links with other policies.....	13
Appendix 1: Accessibility audit.....	13

1. Aims

Schools are 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 the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its 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 pupils. 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 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 students. The achievements, attitudes and well-being of all our students are paramount. This policy helps to ensure that our school promotes the individuality of all our students, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

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

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have 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 pupils, parents/carers, staff and trustees of the school.

2. 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.

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

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

	<p>disability. Students, parents and carers contribute to the guides</p> <ul style="list-style-type: none"> • Staff use the support guides to inform their own quality-first teaching • The strengths of pupils with disabilities are celebrated and parent/carer participation is encouraged • Regular progress reviews take place so that reasonable adjustments can be made • Any reasonable resources tailored to the needs of the pupil are met to enable access to the curriculum • Guidance is sought from 					
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	<p>external agencies such as specialist teachers, physiotherapists and educational psychologists</p> <ul style="list-style-type: none">• Individual risk assessments, care plans and personal emergency evacuation plans are in place for some pupils• Training for staff and teaching assistants takes place as required to ensure the needs of the pupils can be met• Curriculum progress is tracked for all pupils, including those with a disability					
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To improve the delivery of information to pupils with a disability</p> <p>To ensure course design, delivery and assessment are accessible to pupils with a disability</p>	<ul style="list-style-type: none"> • We make all reasonable adjustments to ensure pupils with disabilities are not placed at a disadvantage • We use language that does not offend, and we make staff and pupils aware of the importance of language • Liaison takes place with external agencies to ensure the most appropriate methods are used • A range of communication methods to ensure information is accessible exists upon request: 	<p>Short term</p> <ul style="list-style-type: none"> • We continue to operate a 'can do/positive' approach • As an inclusive school, we will continue to support the rights of all pupils, including those with disabilities • External agencies continue to be welcomed into our school and they provide invaluable recommendation to the pupils within our care 	<ul style="list-style-type: none"> • Our school council will be informed of the plan in greater depth. It is vital we hear their views • Our links with local GPs are strong and we will ask further views via Dr Lennane (mental health lead) 	<ul style="list-style-type: none"> • Mrs Clarke via Mr Croad and the school council • Mrs Clarke via Dr Lennane 	<p>January 2020</p> <p>January 2020</p>	<p>The voice of the student is heard via our school council</p> <p>Our links with the local community are important to us as a school and have enhanced our provision in the past</p>

	<ul style="list-style-type: none"> - internal signage - coloured filters - coloured books - induction loops - pictorial or symbolic timetables/maps - variation in colour backgrounds on white boards • Other adjustments could include: <ul style="list-style-type: none"> - large print - braille - audio format - we adapt school publications to promote availability in different formats 					
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To improve access to trips and visits for pupils with disability</p> <p>To ensure pupils with a disability are given the same opportunity to take part as other pupils</p>	<ul style="list-style-type: none"> • We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate • We make reasonable adjustments where needed to make sure pupils with a disability can play as full a part in school life as possible • Staff are trained as and when required in medical needs for trips and visits out of school • Risk assessments are undertaken to ensure all pupils attending 	<ul style="list-style-type: none"> • To ensure we continue to promote all trips and visits to all learners including those pupils with disabilities • To ensure continued liaison takes place between the lead first aider, the trips and visits coordinator and the SENCo • To ensure safeguarding of all pupils remains job #1 	<ul style="list-style-type: none"> • For Mrs Clarke and Mr Croad to ensure pupils with disabilities take up offers of trips and visits 	<p>Mrs Clarke and Mr Croad to review numbers</p>	<p>January 2020 and thereafter ongoing</p>	<p>An increasing number of pupils with disabilities go on trips and are safe</p>

	<p>the trip are safe</p> <ul style="list-style-type: none">• An experienced trips and visits coordinator risk assesses all trips and the SENCo, who is also the Designated Safeguarding Lead, liaises with the coordinator					
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	<p>considered</p> <ul style="list-style-type: none">• Automatic doors are in place at the front of the school and in key areas• Quiet independent study rooms are accessible• Classrooms are spacious• Parking bays for pupils with disabilities, staff and visitors are at the front of the school					
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body, Kate Nicholls (Link Trustee), Trixie Clarke and Christine Bryan (Health and Safety Officer).

5. Links with other policies

This 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 education needs (SEN) information report
- Supporting pupils with medical conditions policy