

LITTLE KINGSHILL COMBINED SCHOOL

Accessibility Policy



**Issued: September 2024
Next Review: September 2025**

ACCESSIBILITY POLICY

At Little Kingshill School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- a. Increasing the extent to which disabled pupils can participate in the school's curriculum
- b. Improving the physical environment of the school
- c. Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

A person has a disability 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 carry out normal day-to-day activities.

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 and it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils " issued by DfES in July 2002

Definition of Disability

Disability is defined by the Equality Act 2010 (EA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."

Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils and prospective pupils, with a disability.

Principles

Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.

The school recognises its duty under the Equality Act:

- ✓ Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- ✓ Not to treat disabled pupils less favourably
- ✓ To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- ✓ To publish an Accessibility Plan

In performing their duties governors and staff will have regard to the Equality and Human Rights Commission guidance to education providers.

The school recognise and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework for key stages 1 to 4, which underpin the development of a more inclusive curriculum. The school aims to:

- ✓ Set suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Remove barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of the LA services, such as a specialist teacher / advisers and SEN inspectors / advisers, and of appropriate health professionals from the local NHS trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible features and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (appendix 1)

Linked Policies

This plan will contribute to the review and revision of related school policies e.g.

- √ School development plan
- √ Building development and ongoing strategic maintenance plan 2019 to 2022
- √ SEN policy
- √ Equal Opportunities policy
- √ Curriculum policies

Disability Discrimination Audit of School (conduct new audit this year?)

An audit of the school was performed by Welling Building & Property Solutions in May 2003 (appendix 2 shows more detail)

The following points were raised -

1. PHYSICAL

Nursery Building

- Wheelchair access to the site
- Redecoration improvements for visually impaired

First & Middle School Buildings (KS1) / (KS2)

- Improve access & provide handrails – introduce emergency exit routes
- Upgrade paving slabs & improved paved walk ways
- Provide disabled toilet accommodation
- Redecoration improvements & provide new vision panel doors
- Access between buildings ramped

External

- Wheelchair access to all areas – dropped kerbs / improve signage
- Improve markings on external doors / steps
- Visual Fire warning

2. CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- LSA deployment to cover a mix of curriculum needs
- Special arrangements made for SATs
- Specialist resources available to support specific needs (alphasmart, scissors, rulers, writing slopes)
- Parent meetings
- Pupils involved in target setting, EHC plans, SEN support plans, classroom support programme
- **Buddy guard system** to support vulnerable pupils
- Specialist teachers supporting learning and giving pastoral and inclusion support and advice

Appendix 1

Date of Plan : September 2023

Date of Review : September 2024

Member of staff responsible : Headteacher

Committee responsible : Sites & Buildings committee

		Objective	What	How	When	Outcome
Short Term	1	Ensure compliance with Equality Act code of practice and technical guidance	Staff and governors informed of requirements and obligations of Equality Act and of accessibility plan	Staff meeting Governor meeting	Winter 2022	School complies with requirements of Equality Act and code of practice
	2	Improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	Inclusion Coordinator researches and discusses with ST services School's own ICT facilities	Now available on the School Website	School able to deliver information to all pupils and parents with disabilities
Medium Term	3	Improve working environment for pupils with visual impairment and dyslexic learners	Incorporate appropriate colour schemes when refurbishing, and install blinds on south facing windows	Seek advice from LEA building surveyors	This being undertaken as part of ongoing refurbishment works	All pupils able to work independently in all teaching areas
	4	Improve provision for children with ADHD, DYSPRAXIA etc and related disorders	Develop staff's knowledge and skills in managing children with ADHD / DYSPRAXIA etc	Staff training Develop well-being/calm area	Training is undertaken as required Autumn 2022	Staff have increased confidence and skills in working with children with ADHD and related disorders Area is school is developed for children to have calm time.
Long Term	5	Improve access to all ground floor teaching areas	Ramped access to main entrance and all teaching blocks	Planned use of devolved capital allocation as part of	This situation is reviewed annually	All ground floor teaching areas accessible.

				planned refurbishment		
	6	Create accessible toilet	Create separate unisex accessible toilet	Devolved capital – feasibility & cost.	Completed during 2014	Accessible toilet available to all pupils.

A) Curriculum Accessibility

appendix 2

STANDARD	ACTIVITY	RECIPIENTS	WHEN	SUCCESS CRITERIA	EVALUATED BY
Increase the extent to which disabled pupils can participate in the school's curriculum Responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils	All staff to receive training Specific training in medical needs of school and associated medication Curriculum policies to be updated in respect of inclusion Work scaffolded/differentiated in pace style and content	All staff Identified Staff	Undertaken as required Ongoing as required	Staff confident to support individual pupil Resources purchased and in use Improved knowledge and expertise Policies reflect inclusive practice	HT / Govs

B. Physical Accessibility

appendix 2 cont

STANDARD	ACTIVITY	RECIPIENTS	WHEN	SUCCESS CRITERIA	EVALUATED BY
Progressive planned improvements to the physical environment of the school to improve accessibility	Re-lay slabs, re-level ground & improve pathways	All users of building Persons with PD	Partially complete "	Trip hazards removed, level changes reduced	HT / Govs "
	Highlight step edgings outside all buildings	All users of premises including persons with VI	Complete	Building is made as safe as possible for VI persons.	"
	Classroom environment clearly labelled and organised	"	Complete	"	"
	Colour contrast for door architraves and handles	"	When buildings are re-decorated	"	
	Review wheelchair access throughout building	All users of building	Under Review		
	Provision of disabled toilet	Persons with PD	Complete	WC complete and operational	
	Provision of external ramps for access around site	All users of building		Completed/ramps in use	
	Provide height adjustable furniture for specific children	"	As required		
		"			

C) Provision of Information

appendix 2 cont

STANDARD	ACTIVITY	RECIPIENTS	WHEN	SUCCESS CRITERIA	EVALUATED BY
Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Improved provision of information	Pupils and parent with disability	On going	Pupils and parents able to access information in different formats	HT / Govs
	Identify materials				
	Identify providers of 'translation' services	Parents with English as a second language	Provided by BCC	Register of use of service and satisfaction survey	
	Information about the school available in large print or on computer disc on request.				
	Ensure Website has adjustable font sizes.				