



Accessibility Plan

Version:	1.0
Author:	Headteacher / Facilities Manager
Approved by:	Advisory Body
Date:	Summer 2018
Review date:	Summer 2021



Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Kennett School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our whole school ethos is one of encouraging success and building aspirations, preparing every child to reach their full potential and be ready for their next stage in their education whatever their needs or abilities. We pride ourselves on being able to offer a rich, varied and inspiring curriculum that is differentiated and appropriate for all.

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 the Facilities Manager and Headteacher

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	To ensure that the curriculum, and extra curricular clubs are accessible to all pupils.	Staff to ensure that planning takes into account the needs of all pupils.	All staff	Half termly reviews	The needs of all pupils are met
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure that pupils are not disadvantaged by their specific needs.	SENCO to monitor resources and liaise with staff/outside specialists to ensure any adaptations of equipment or texts are done appropriately	SENCO HT	Half termly review	All pupils are able to succeed whatever their disability.

	Curriculum progress is tracked for all pupils, including those with a disability.	To track progress of all pupils from their starting points and to provide support so that targets can be achieved.	Teachers use Pupil passports to track interventions and their effectiveness. HT and SENCO to oversee tracking of disadvantaged pupils.	Class teachers and SENCO	Pupil Progress mtgs – half termly	Needs of SEND pupils are met by all teachers. SEND pupils feel supported in their learning. Data analysis shows progress for SEND pupils in line with expectations and individual targets.
	All staff receive annual medical awareness training.	Continue to raise awareness of disability issues and provide training relating to health conditions such as; epilepsy, diabetes, asthma and the use of epi-pens.	Provide medical awareness training that matches the needs of pupils in school.	SLT	Annual	Any pupils with medical needs can fully access the curriculum.
	School provides extra-curricular activities for all pupils.	All out of school activities are planned to ensure the participation of all pupils.	Review out of school provision to ensure compliance with school policies.	SLT	Ongoing	All out of school activities are conducted in an inclusive environment led by providers that comply with school policies.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The school already has a ramp leading to its main entrance. All teaching takes places on the ground floor and is not spread over different levels 	<ul style="list-style-type: none"> A ramp into the playground – medium term Push button access to the reception area door – medium term 	<ul style="list-style-type: none"> A ramp into the playground would make the site accessible to wheelchair users There is a ramp to the reception door but ideally the door needs to be fitted with push 	Facilities Manager Facilities Manager		

			entry to improve accessibility			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Make written material available in alternative formats e.g. newsletters, school brochure, school reports and other information for parents.</p> <p>Offer a telephone call to explain letters home for parents or carers who need this.</p> <p>Review documentation as required to ensure accessibility for pupils with visual impairment.</p>	<p>To review all current school publications and promote the availability of alternative formats for those that require it e.g. parent mail and use of customised materials.</p>	<p>SLT/School office</p> <p>SENCo & class teachers</p>	As required	<p>School information is available for all stakeholders in an accessible format.</p>

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 school Advisory Body

5. Links with other policies

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

- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Excellent			
Lifts	n/a			
Parking bays	1 parking space – no disabled parking			
Entrances	No wheelchair access into playground but there is a ramp to the main entrance			
Ramps	1 into reception area			
Toilets	4 – none are specifically for disabled use			
Reception area	Small			

Internal signage	Good			
Emergency escape routes	In every classroom			