

# **Accessibility policy & Disability Access Plan**

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Reviewed: October 2022

Next to be reviewed: October 2024

## CONTACT US

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The Senior Leader responsible for managing the provision for children and young people with disabilities:

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The governor with responsibility for children and young people with disabilities is  
Andrea McGlashan

Kettlethorpe High School understands that some children require a little more support so that they can exist as confident individuals and, successfully contribute to society. We are committed to providing an environment that enables full curriculum access that includes all pupils, staff, parents and school visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are dedicated to developing a culture of inclusion, support and awareness.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This accessibility plan is a statutory document and must be reviewed every three years and approved by the governing body of Kettlethorpe High School. This plan for physical accessibility relates to the access audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period. The school will work in partnership with the local authority in developing and implementing this accessibility plan.

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Overview
- Health & Safety Policy
- School Prospectus

- School Improvement Plan
- Special Educational Needs Policy

## Access audit

Kettlethorpe High School is a two storey building and has considerable access at various points around the construction. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair and is periodically maintained. On-site car parking for staff and visitors includes dedicated disabled and visitor parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a distinct access point for wheelchair users and those with a disability. The school has internal emergency signage and escape routes are clearly marked.

## Action Plan

The priorities for the accessibility plan for our school were identified by an action group consisting of:

- SEND Governor
- Headteacher
- Senior Leader with responsibility for children and young people with disabilities
- Special Educational Needs Coordinator
- Facilities Manager.

## Aims

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school so that all pupils, regardless of sex, race, disability, religion or belief and sexual orientation are fully able to take advantage of education and the associated services provided by Kettlethorpe High School.
- To provide accessibility for pupils, staff and visitors so that our school is a fully inclusive establishment

## Accessibility Action Plan

Objective	Method	Timescale	Responsibility	Success Criteria
<p><b>Ensure full access to the curriculum for all pupils</b></p>	<ul style="list-style-type: none"> <li>▪ 3 year KS4 resources so that the “lost years” at KS3 are limited.</li> <li>▪ Alternative curriculum in place</li> <li>▪ Applicable training for all staff</li> <li>▪ Specific equipment for particular pupils so the curriculum is fully inclusive</li> </ul>	<p>Ongoing</p>	<p>SLT Team Leaders SENCo</p> <p>Team Leaders SENCo</p> <p>SLT SENCo</p> <p>SENCo LSAs in liaison with applicable agencies</p> <p>SENCo Designated First Aider in liaison with applicable outside agencies</p>	<p>School documentation outlining a differentiated curriculum offer</p> <p>Bank of fully differentiated subject curriculum</p> <p>Audit of performance management and CPD shows a variety of training specifically relative to SEND and disability</p> <p>Fewer incidents across school for ASD and ADHD pupils</p> <p>A range of bespoke tools in operation to support pupils across the curriculum</p>
<p><b>Liaise with primary providers to establish transition support plans</b></p>	<p>Lead learning support assistant working with primary schools to establish early identification of needs</p>	<p>Ongoing</p>	<p>Lead teacher for primary transition SENCo Year Manager for Y7 Key Stage 3 Leader</p>	<p>Fully in place</p>

<b>All school policies are reflective of a full inclusive educational offer</b>	Carry out audit of present policies	Ongoing	SLT Year Leaders Team Leaders SENCo Facilities Manager	All policies updated annually
<b>Further establish collaboration with outside agencies for pupils with specific health needs</b>	Update policy and procedure to establish an register of healthcare plans for identified pupils	Ongoing	SLT Designated First Aider SENCo	School policy, documentation and healthcare plans reflect draft statutory guidance for governing bodies, 'Supporting pupils at school with medical conditions' December 2015.
<b>Analysis of SEND review procedures</b>	Clear tracking of progress for SEND Clear identification of what constitutes SEND at KHS, associated needs established Parent and pupils voice strengthened	Ongoing	SENCo	Clear tracking in place for SEND pupils  Clear structure and policy in place and used by all staff in SEND folders  Regular parent open events for SEND pupils
<b>To take account of pupils with disability in all lessons and educational experiences</b>	Audit current provision for pupils with a disability Provide necessary bespoke equipment where a clear need is identified Learning walks Lesson observations	Ongoing	SLT SENCo Team Leaders	Provision map for SEND in place  Document in place showing where bespoke equipment and tools are in place  Variety of activities evident in teacher planning and in the classrooms. TA/teacher agreements and strategy sheets used as a frequent planning aid
<b>Improve accessibility for disabled pupils, staff and visitors</b>	Constantly review the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future	Ongoing	SLT Facility Manager	Enabling of all needs to be met where feasible.

	improvements and refurbishments of the site and premises			
<b>Ensure all pupils with a disability are actively involved in their learning</b>	Create accessibility plans part of annual reviews and pupil profile process	September	SENCo	All applicable pupil documentation is up to date with clear accessibility plans
	Yearly confidential survey of all staff to ascertain needs	Ongoing	SLT Facility Manager	Staff needs are met through attending to the results of the confidential survey
<b>Ensuring disabled parents have every opportunity to be involved</b>	Carry out an audit of parental needs	September	SLT	Database of parents needs made available to staff as necessary, used by staff to communicate with parents
	Utilise disabled parking spaces for drop off & collection of children Use of outside agencies to support effective communication, where necessary, with parents		Facility Manager  SLT SENCo	Procedures in place and disseminated to applicable parents  Record of accessible support for variety of disability and need of parents
<b>Maintain awareness of access requirements for wheelchairs around the school site and take into account when planning new build</b>	Future builds to incorporate DDA requirements Future developments impacting current car parking arrangements to look at provision for additional disabled parking.	Ongoing	Site Manager ICT Manager SMT LA Contractor/Architect	
<b>Ensure the Emergency Evac Systems are in place</b>	This is catered for in the Fire Emergency arrangements in the form of Personal Evacuation Plan. Plans to be reviewed each year in the light of the room timetable and any future wheelchair users. Pupils with restricted mobility and wheelchair users have the option of	Ongoing	SENCo Learning Support All Staff H&S Co-ordinator/Site Manager	

	<p>attending the Assisted Mobility Fire Assembly Point during evacuations.</p> <p>Servicing of Evac chairs and training staff</p>	Every 3 years		
<p><b>Special provision for pupils within the Learning Support Department is used and monitored in ALL subjects (this is in relation to font size, coloured paper used, text reading age, speech, hearing or visual impediments)</b></p>	<p>INSET at whole school staff meeting</p> <p>Learning Support to liaise with Team Leaders to ensure that issues are fully covered at team meetings.</p> <p>SENCo to ensure that information is given to teachers about individual pupils.</p> <p>Provision of specialist INSET for teachers if necessary.</p> <p>Advice from professionals included in Pupil Profiles.</p>	Ongoing	SENCo SLT	