



## **ACCESSIBILITY PLAN/POLICY**

**School Name:** Kehelland Village School

**Dissemination:** Website, staff emailed and Staff Shared drive

**Date policy approved by Governors:** 2022

**Date policy becomes effective:** Immediately

**Review date:** 2023

**Person responsible for Implementation and Monitoring:** SENCO/Headteacher/Secretary

**Links to other relevant policies:** SEN local offer/Kehelland SEN provision/Equality and Diversity Policy

### **1. Introduction**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students, staff, parents and community members with a disability can take full advantage of the education provided and the associated opportunities within the site.

### **2. Definition of disability**

Under the Equality Act 2010 a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### **3. Key Aims**

To ensure all members of the school community with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **4. Principles**

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values students' knowledge and parents'/carer's knowledge of their disability
  - recognises the effect their disability can have on his/her ability to carry out activities,

- respects the parents' and student's right to confidentiality
- Our setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

<b>Accessibility Outcome</b>	<b>Currently in Place</b>	<b>Future Plans</b>
<b>Increasing access for disabled students to the school curriculum</b>	<ul style="list-style-type: none"> <li>• Students with a disability are supported in small literacy and numeracy groups;</li> <li>• Students with a disability may be supported with a bespoke curriculum programme</li> <li>• Students with a disability are supported with specialist trained staff (Dyslexia and Autism champions eg)</li> <li>• Students with a disability are supported with key workers and mentors</li> <li>• Students with a disability are supported with bespoke Maths and English programmes</li> <li>• Students with a disability are supported with appropriate technology</li> <li>• Students with a disability are supported with</li> <li>• Transport is available to support students with a disability to attend after school activities</li> <li>• Students with a disability are supported to attend School trips</li> <li>• Lessons are differentiated to meet the needs of all students</li> <li>• Targeted Sporting activities are made available to students with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Dyslexia friendly schools award</li> <li>• Further training on accessibility and SEN school wide in dyslexia and SEMH</li> <li>• Implementation of Senior Mental Health lead fully</li> </ul>
<b>Improving access to the physical environment of the school</b>	<ul style="list-style-type: none"> <li>• Buildings are accessible to all students including those with a disability</li> <li>• Special spaces are available for students with a disability to readily access support and time out</li> <li>• Pathways, stair cases, sports courts and any uneven areas are marked with high visibility paint/change of texture underfoot</li> <li>• Technology is available in classrooms to enable accesbilty</li> <li>• Personal Emergency and Evacuation plans are available to students with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Consider low level working areas</li> <li>• Review signage and external community areas as part of mid-term plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Accessible toilets and changing facilities are available</li> <li>• Disabled parking spaces are available and clearly marked</li> <li>• Furniture is planned and moved infrequently/returned to original place to ensure environment is predictable.</li> </ul>	
<b>Improving access of information and advice to disabled students</b>	<ul style="list-style-type: none"> <li>• Documentation is provided in large font for students with a disability</li> <li>• Coloured paper and overlays are used for students with a disability</li> <li>• Displays are Dyslexia Friendly and aim to reduce visual stress</li> <li>• Information for parents/carers with a disability is available in various formats and through various mediums – telephone, text, social media, website</li> <li>• Students with a disability are supported in enhanced transition to KS2 settings</li> </ul>	
<b>Financial Planning and control</b>	<ul style="list-style-type: none"> <li>• SEN and Curriculum plans are considered when budget setting</li> <li>• Ensuring budgets for premises works are sufficient to meet the needs of all students</li> </ul>	