



## **Accessibility Plan 2015-2018 for Kisimul School, Woodstock House**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information

The school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on regularly.

This plan was devised with reference to the Equality Act 2010.

## Improving access to the curriculum

|                    | Targets  | Actions   | Timescale                      | Responsibilities                                 | Outcomes  |
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| <b>Short Term</b>  | 1. Increase confidence of staff in differentiating the curriculum  | a) Undertake audit of staff training needs on curriculum access.<br>b) Assign in-service training sessions to the training identified e.g. Makaton, Handle, PECS                          | Ongoing as staff are appointed | Training team<br>Head teacher and teaching staff | Raised confidence of staff in strategies for differentiation and increased pupil participation  |
|                    | 2. Ensure staff have access to specific training on disability issues  | Training for all staff on disability equality through internal induction and relevant CPD courses (E&D)   | Ongoing as staff are appointed | Training team<br>Head teacher and teaching staff | All staff work from a disability equality perspective   |
|                    | 3. Ensure all staff are aware of disabled pupils' curriculum access  | a) Maintain system of Individual Pupil care plans (IPCP's)<br>b) Maintain system for information to be shared with appropriate staff  | Ongoing as staff are appointed | Head teacher and teaching staff                  | All staff aware of individual pupils' access needs  |
|                    | 4. Ensure all staff are aware of, and able to use, SEN software and resources                                  | a) Audit all SEN ICT and other resources and make list available to all staff<br>b) Run individual training sessions on use of SEN Software e.g. Communicate in Print, Widgit, Boardmaker | Ongoing as staff are appointed | Head teacher and teaching staff                  | All classroom staff have a working knowledge of the software used by pupils and can offer specific targeted support to pupils               |
| <b>Medium Term</b> | 1. a) Appoint a school-based ICT Co-ordinator<br>b) Develop use of appropriate software programmes with pupils | a) Set up interviews and appoint ICT Co-ordinator<br>b) Buy site licences for appropriate software resources, install it and train teachers and TA's to use it                            | Ongoing                        | Head teacher and teaching staff                  | a) Pupils have access to specialist ICT support<br>b) Pupils have appropriate ICT tools to support and extend access to curriculum subjects |
|                    | 2. Ensure school trips are fully accessible to all   | a) Develop guidance for staff on making trips accessible  | Ongoing                        | Head teacher and teaching staff                  | All pupils in school able to access all school trips and take part in   |

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|                  |   | b) Carry out risk assessments on all planned visits   |             |   | range of activities.   |
|                  | 3. Review all curriculum areas to make it more accessible to all              | a) Gather information for curriculum planning. Devise a central resource of ideas, equipment and plans for lesson delivery which contain widely differentiated activities   | Ongoing     | Head teacher and teaching staff                       | All pupils able to participate fully in all lessons with appropriately differentiated lessons  |
|                  | 4. Develop a consistent approach to photographic recording in school          | a) Devise a model school model of good practice guidance for using photographic evidence<br>b) Organise INSET sessions to share good practice   | 2017        | Head teacher<br>Teaching staff                        | All staff confident and consistent in use of photographic recording  |
| <b>Long Term</b> | 1. Pupils to have access to swimming lessons as part of the school curriculum | Build a new swimming pool and gym complex on site   | Beyond 2018 | Developments Director,<br>Facilities Manager          | All pupils able to participate in swimming lessons on site, regardless of their ability to access a public swimming pool. This will prepare pupils for eventual use of public pool or leisure centre |
|                  | 2. Maintain a horticulture programme which is accessible to all pupils        | a) Audit the resources available to maintain a school vegetable garden and sensory garden<br>b) Purchase gardening equipment<br>c) Devise a programme of activities which forms part of the wider curriculum for all pupils | Ongoing     | Head teacher,<br>Teaching staff,<br>Maintenance staff | Pupils have access to horticulture on a variety of differentiated levels to suit their needs and abilities. Pupils gain an understanding of plant growth and lifecycles                              |
|                  | 4. Review curriculum areas and look at good practice in other schools         | Carry out a curriculum audit in the light of the DDA/Equality Act. Make changes to curriculum policies where necessary  | Ongoing     | Head teacher  | The curriculum reflects current good practice across the whole subject range   |

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|  | 5. Develop system for involving TA's in curriculum planning | a) Establish joint TA/ teacher planning opportunities<br>b) Set up system for joint TA's/teacher evaluations | 2017 | Head teacher | Improved involvement of TA's in planning and evaluation of lessons. |
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## Improving access to the physical environment

|                   | Targets   | Actions   | Timescale                                    | Responsibility                            | Outcomes  |
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| <b>Short term</b> | 1. School is aware of the access needs of pupils                        | Create access plans for individual pupils as part of IPCP / Individual Learning Plan (ILP) process  | Within a term of pupil's admission to school | Head of Care, Teaching staff              | Individual plans in place for all pupils and all staff aware of all pupils' access needs  |
|                   | 2. School staff are better aware of access issues                       | Provide information and training on disability equality for all staff (E&D)   | During staff induction                       | Training team, School leadership team     | Raised confidence of staff and increased commitment to meeting access needs   |
|                   | 3. All building work has considered the relevant accessibility guidance | a) Share accessibility guidelines with relevant personnel and contractors   | Current with any building work in progress   | Facilities Manager, Developments Director | On-going improvements in access to all areas when undertaking routine and maintenance works                                     |
|                   | 4. Improve pupil access to the school minibus parking area              | a) Maintain a route, marked out a path from the school entrance to the bus stop area outside reception<br>b) Put up clear signs on the path with symbols and a crossing of the road way | Ongoing                                      | Developments Director, Facilities Manager | Pupils are safe on their way to the bus stop and have the security of a consistent route in order to help to establish routines |

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|                    | 5. Improve and maintain signage and external access for visitors         | a) Assess areas where signs are needed<br>b) Order signs<br>c) Put up signs  | Ongoing             | Developments Director,<br>Facilities Manager | People feel safe in the grounds.<br><br>Access around the site is easier for all.                                      |
|                    | 6. Ensure that coat pegs are easily accessible to all pupils             | a) Remove existing coat pegs<br>b) Source, order and attach suitable pegs in downstairs entrance corridor area         | Ongoing             | Facilities Manager                           | All pupils have independent access to their coat pegs  |
|                    | 7. Address the issue of increasing the ventilation via patio doors in LS | Attach restrictors to the patio doors  | Done                | Developments Director,<br>Facilities Manager | Pupils and staff working in LS have access to fresh air ventilation without the potential hazard of an open patio door |
|                    | 8. Equip and fit out the soft play room<br><br>Maintain soft play rooms  | Order and book the fitting of the Soft Play room by Rompa  | Done<br><br>Ongoing | Developments Director                        | Pupils have access to a specially equipped soft play room<br><br>Annual maintenance checks                             |
| <b>Medium term</b> | 1. Ensure all pupils have regular timetabled access to a sensory room    | Fit and equip the sensory / soft rooms in all 3 school buildings   | Done                | Developments Director,<br>Facilities Manager | Pupils can have timetabled aromatherapy and relaxation / sensory stimulation sessions                                  |
|                    | 2. Extend the use of sensory tools to access curriculum                  | a) Choose and purchase Aroma streams for classrooms<br>b) Select and purchase a range of essential aroma oils          | Ongoing             | Aromatherapist and Head teacher              | Pupils have specially chosen aromas in the classroom to mark and identify days of the week                             |
|                    | 3. Improve pupil access to ICT across the curriculum                     | a) Seek advice on optimum layout of furniture in classrooms<br>b) Seek advice regarding accessible hardware, computers | Ongoing             | Teaching staff                               | Layout optimises teaching and learning and behaviour.<br><br>Hardware available to meet                                |

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|                  |   | and interactive whiteboards, and software  |                |   | needs of a wider range of pupils.  |
|                  | 4. Improve access to upper floor of school (US)                           | Seek relevant advice from Fire Safety experts and, if feasible, install a keypad on the outside door of the fire exit stairs.      | 2017 to review | Developments Director, Facilities Manager | Pupils and staff can access the upstairs rooms directly from outside the building to minimise any possible congestion on stairways |
| <b>Long term</b> | 1. Provide a sluice sink and tap in a pupil toilet area                   | a) Assess the toilet areas for suitable site for sluice sink and tap<br>b) Purchase and fit sluice sink and tap where appropriate  | Done (MS)      | Developments Director, Facilities Manager | Staff can treat soiled clothes and fill cleaning buckets more hygienically   |
|                  | 2.Improve pupil access to include all areas of the grounds                | Create a wide, safe footpath around the perimeter of the site  | Done           | Developments Director, Facilities Manager | Pupils can walk safely around the whole site and safely access all the site facilities as independently as possible                |
|                  | 3. Redesign the main reception entry system to increase its accessibility | a) Carry out regular access audit on reception area<br>b) Adapt the door entry system to make it more accessible to disabled users | Ongoing        | Developments Director, Facilities Manager | Visitors and users of the site are welcomed and are able to gain access to main reception area independently                       |
|                  | 4. Signage in the school grounds to foster increased independence         | a) Carry out an audit to assess where signs are needed<br>b) Design, purchase and affix signs with symbols to improve clarity      | Ongoing        | Developments Director, Facilities Manager | Pupils and users of the site can access all facilities as independently as possible  |
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## Improving access to information

|                    | <b>Targets</b>   | <b>Actions</b>  | <b>Timescale</b>                             | <b>Responsibilities</b>         | <b>Success criteria</b>  |
|--------------------|--|---|--|---------------------------------|--|
| <b>Short Term</b>  | 1. Review information to parents/carers to ensure it is accessible       | a) Ask parents/carers about accessibility needs when child is admitted to school<br>b) Review all letters home to check accessibility<br>c) Consider possibility of producing newsletters etc in alternative formats e.g. large print, audio, Braille | Ongoing as new pupils are admitted to school | Head teacher<br>General manager | All parents/carers get information in a format that they can access  |
|                    | 2. Ensure all relevant staff are aware of guidance on accessible formats | a) Distribute guidance on good practice in accessible formats and Editorial guidelines.<br>b) Provide guidance to staff on dyslexia and accessible information  | Ongoing                                      | Head teacher                    | Staff produce routine information to parents/carers in more accessible ways  |
|                    | 3. Discussion of access to information in annual reviews                 | a) Ask parents/carers about access to information and preferred formats in reviews<br>b) Develop strategies to meet needs   | Ongoing as new pupils are admitted to school | Head teacher                    | Staff more aware of parents'/carers' preferred methods of communication<br><br>Regular questionnaires to parents and professionals |
|                    | 4. Maintain consistent visual timetables in all classes                  | a) Staff meeting to share good practice and agree whole school approach   | Ongoing                                      | Head teacher<br>Teaching staff  | Pupils gain better understanding of timetable and feel more secure about what is happening throughout the day                      |
| <b>Medium Term</b> | 1. Make regular use of symbols in pupil files and work materials         | Create a bank of symbol sheets as pages for Files<br>Ensure staff use symbols to create captions for photos in Progress Files   | Ongoing                                      | Head teacher<br>Teaching staff  | Pupils have greater involvement in creating their work files and greater independence when accessing and reviewing their work      |
|                    | 2. Establish Makaton   | a) Routinely train staff to use   | Ongoing                                      | Head teacher,                   | All pupils gain experience of  |

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|                  | signing within the school  | Makaton<br>b) Use Makaton signer when a visitor is in class or assembly<br>c) Use Makaton signing to support speech in the classroom<br>d) Ensure pupils experience at least 3 signed songs each term | as staff are appointed and trained | SLT                            | Makaton signing  |
|                  | 3. Review all signs in school to include symbols                           | a) Gradually replace written signs with symbol supported signs<br>b) Put symbols onto displays to enhance text  | Ongoing                            | Head teacher<br>Teaching staff | Pupils are able to be independent in finding places and equipment around the school<br>Pupils can read captions on wall displays |
| <b>Long Term</b> | 3. Consider ways to adapt the school prospectus to make it more accessible | a) Seek advice on making prospectus more accessible and ensure it explicitly welcomes disabled parents/carers   | 2017                               | Head teacher                   | Parents/carers feel confident in the information they have about the school.   |
|                  | 2.Pupils become more aware of their own learning styles and access needs   | Encourage pupils to express their access needs and explore their learning styles  | Ongoing                            | Head teacher<br>Teaching staff | Pupils where possible are able to demonstrate/articulate their access needs and understand their own learning styles             |
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