



## **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
<b>Short Term</b>	1. Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign in-service training sessions to the training identified e.g. Makaton, Handle, PECS	Ongoing as staff are appointed	Training team 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 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) 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 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 b) Develop use of appropriate software programmes with pupils	a) Set up interviews and appoint ICT Co-ordinator 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 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

		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 b) Organise INSET sessions to share good practice	2015	Head teacher 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	Contingency plan to restore and renovate the outdoor swimming pool and cover the pool to create an indoor pool facility. Restore and refurbish the changing areas	Beyond 2015	Developments Director, 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 b) Purchase gardening equipment c) Devise a programme of activities which forms part of the wider curriculum for all pupils	Ongoing	Head teacher, Teaching staff, 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	2015	Head teacher	The curriculum reflects current good practice across the whole subject range

	5. Develop system for involving TA's in curriculum planning	a) Establish joint TA/ teacher planning opportunities b) Set up system for joint TA's/teacher evaluations	2015	Head teacher	Improved involvement of TA's in planning and evaluation of lessons.

## Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
<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 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

	5. Improve and maintain signage and external access for visitors	a) Assess areas where signs are needed b) Order signs c) Put up signs	Ongoing	Developments Director, Facilities Manager	People feel safe in the grounds.  Access around the site is easier for all.
	6. Ensure that coat pegs are easily accessible to all pupils	a) Remove existing coat pegs 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, 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  Maintain soft play rooms	Order and book the fitting of the Soft Play room by Rompa	Done  Ongoing	Developments Director	Pupils have access to a specially equipped soft play room  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, 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 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 b) Seek advice regarding accessible hardware, computers	Ongoing	Teaching staff	Layout optimises teaching and learning and behaviour.  Hardware available to meet

		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.	2015 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 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 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 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

## 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 b) Review all letters home to check accessibility 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 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. b) Provide guidance to staff on dyslexia and accessible information	2015	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 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  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 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 Ensure staff use symbols to create captions for photos in Progress Files	Ongoing	Head teacher Teaching staff	Pupils have greater involvement in creating their work files and greater independence when accessing and reviewing their work

	2. Establish Makaton signing within the school	a) Routinely train staff to use Makaton b) Use Makaton signer when a visitor is in class or assembly c) Use Makaton signing to support speech in the classroom d) Ensure pupils experience at least 3 signed songs each term	Ongoing as staff are appointed and trained	Head teacher, SLT	All pupils gain experience of Makaton signing
	3. Review all signs in school to include symbols	a) Gradually replace written signs with symbol supported signs b) Put symbols onto displays to enhance text	Ongoing	Head teacher Teaching staff	Pupils are able to be independent in finding places and equipment around the school 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	2015	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 Teaching staff	Pupils where possible are able to demonstrate/articulate their access needs and understand their own learning styles