



Accessibility Plan 2015-17 for Kisimul School

The Old Vicarage (Swinderby) and Acacia Hall (Friesthorpe)

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

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

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Ensure staff have access to specific training on disability issues	Training for all staff on disability equality through internal induction and relevant CPD courses. Equality and Diversity training on the school training schedule.	Ongoing as staff are appointed	Training team Head teacher and teaching staff	All staff work from a disability equality perspective
	2. Increase confidence of staff in differentiating the curriculum	a) Regular audit of staff training needs on curriculum accessibility. b) Assign in-service training sessions to the training identified e.g. Makaton, PECS, sensory integration	Ongoing as staff are appointed. Annual training schedule	Training team, SLT and EP teams, Head teacher and teaching staff	Raised confidence of staff in strategies for differentiation and increased pupil participation
	3. Ensure all staff are aware of individual pupils' curriculum accessibility needs	a) Maintain system of pupil IPCPs so that all staff are informed of individual pupils' accessibility needs b) Purchase resources as required to increase pupil participation in lessons	Ongoing as new pupils are admitted	EP team, with input from all school and care staff	All staff are aware of individual pupils' accessibility needs and are able to provide the necessary resources for increased pupil participation in lessons
	4. Ensure staff are aware of, and able to use, the latest SEN software and resources	a) Ongoing audit SEN ICT and other resources – classrooms and ICT rooms b) Organise staff training sessions where appropriate on use of SEN Software e.g. Widgeit, Boardmaker	Ongoing as staff are appointed	ICT Coordinator, Head teacher and teaching staff	Classroom staff have a working knowledge of the software used by pupils and can offer specific targeted support to pupils on a 1:1 basis

Medium Term	1. Improve pupil access to the curriculum by maintaining current symbol software on class computers	Ensure site licences for Symwriter / communicate in print and other appropriate programmes are installed on all class computers. Encourage pupils to make wider use of ICT in lessons.	By December 2016	Head Teacher, Systems Administrator	Pupils have the opportunity to use latest symbol software to support and extend their access to any curriculum subject.
	2. Facilitate pupil access to a wider range of ICT programmes, for example on iPads and Interactive whiteboards.	Install interactive whiteboards in all classrooms, ensure each class has access to at least one iPad.	By December 2016	Head Teacher, Systems Administrator, ICT Coordinator	ICT hardware and programmes are more accessible, to meet the needs of a wider range of pupils
Long Term	Review new National Curriculum areas and look at good practice in similar schools	Maintain a curriculum audit in the light of the DDA and Equality Act. Make changes to curriculum policies where necessary	By December 2016	Head Teacher, teachers	The curriculum reflects current good practice across the whole subject range

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the accessibility needs of all pupils	Incorporate access arrangements as appropriate to pupils' IPCPs.	Within 12 weeks pupils' admission to school	EP team, Heads of Care, Head Teacher	Individual care and education plans in place for all pupils and all staff aware of all pupils' accessibility needs
	2. Improve playground safety for pupils	Monitor play areas at Swinderby and Acacia to ensure adequate safe and accessible areas.	Ongoing	Developments Director, Facilities Manager	Improved safety for pupils at playtime
Medium term	1. All new or ongoing building work has considered the relevant accessibility guidance	Share accessibility guidelines with relevant personnel and contractors	Current with any building work in progress	Developments Director, Facilities Manager	On-going improvements in access to all areas when undertaking new construction, routine and maintenance work
	2. Improve external access and signage for disabled visitors	a) Provide specific parking bays on each school site for visitors with disabilities b) Assess areas where signs are needed; order and put up signs	Done	Developments Director, Facilities Manager	Access around both of the school's sites is clearly marked and more easily gained by those visitors with disabilities

Long term	Enable pupils to access indoor PE lessons more often and more easily	Plan to build a sports hall/play barn on each school site Maintain sports hall / play barn	Done	Developments Director, Facilities Manager	Pupils have ready access to an on-site indoor PE facility, rather than having to travel to local village halls
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Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	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 correspondence 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	Heads of Care, Head teacher	All parents/carers receive information in a format that they can access
	2. Review all signs in school to include symbols	a) Use symbol-supported signs where appropriate in school b) Add symbols to 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
	3. Continue to promote Makaton signing within the school to aid pupils' comprehension of spoken communication	a) Routinely train staff to use Makaton b) Encourage all staff to use Makaton signing to support speech in the classroom	Ongoing as staff are appointed and trained	Teaching and SALT team	All pupils gain experience of Makaton signing and their understanding of spoken communication is improved
Medium Term	Make regular use of symbols in pupils' individual work files	Create a bank of appropriate work resources Ensure staff use symbols to	Ongoing	Head teacher Teaching staff	Pupils have greater involvement in creating their Progress Files and greater independence when

		create captions for photos in work files			accessing and reviewing their work
Long Term	Consider ways to adapt the school prospectus to make it more accessible to those with disabilities	Consider ways of making the school prospectus more accessible and available in different formats where required	Ongoing	CEO, Operations Director, Director of Education Head teachers	Parents/carers with disabilities have ready access to the information they require about the school.

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