



# School Accessibility Plan

<b>Status:</b>	Draft to be approved by FGB
<b>Purpose:</b>	Improving access and facilities for children with disabilities
<b>Consultation:</b>	Finance & Resources Committee, Curriculum & Achievement Committee
<b>Links with other policies:</b>	SEND Information Report and Guidance Single Equalities Policy Curriculum policies Health and Safety policy
<b>Monitoring and evaluation:</b>	Annual review
<b>Date established by Governing Body:</b>	December 2007
<b>Date for full implementation:</b>	1 <sup>st</sup> March 2016 (updated)
<b>Statutory policy?</b>	Yes
<b>Date of review:</b>	February 2016
<b>Date for review:</b>	January 2017

## Introduction

### Vision

Kew Riverside promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenging negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day-to-day activities.

Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

This plan is drawn up in accordance with the Special Educational Needs and Disability (SEND) Code of Practice, 2014.

## Key Objectives

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives.

## Linked Policies

This plan will contribute to the review and revision of related school policies:

- SEND Information Report and Guidance
- Single Equalities Policy
- Curriculum policies
- Health and Safety policy

People who have contributed to this plan	
Name	Role
Darren Norman	Headteacher
Richard Leonard	Parent
Jamie Holloway, Lorna Francis	SEND Governor
Nell Webb	SENCO
	Representatives of the school's council who experience SEND

## The Accessibility Plan

### Current status:

#### Curriculum

- The school has developed an inclusive curriculum which is continually reviewed to ensure that it meets the needs of all pupils
- The school follows a termly Assess-Plan-Do-Review cycle involving Leadership, teaching staff, pupils and parents to ensure that provision meets the needs of individual pupils
- School trips and extra-curricular activities are adapted as necessary to enable all pupils to access them
- Support staff are trained in Positive Handling techniques
- Key staff are CAF-trained and a range of support is offered to vulnerable pupils and their families
- Support staff are first-aid trained
- The school actively invites the views of parents and pupils through questionnaires, teacher-pupil-parent conferences, Parent Voice meetings, JLT and day-to-day communication
- Children with a range of abilities and needs are represented on the Junior Leadership Team
- Staff regularly receive training on different aspects of SEND – ASD, ADHD, dyslexia, speech and language difficulties, sensory needs

#### Environment (Premises)

*The site and buildings are owned and managed under the PFI contract.*

- The school building is fully accessible for pupils and adults with physical difficulties
- Indoor and outdoor spaces are flat and accessible to wheelchair users
- There is a toilet for disabled pupils and visitors
- Specialist equipment and furniture for individual pupils is purchased as necessary (swing taps and supportive chairs)
- A hearing loop is available in the hall
- Electronic gates have buzzers at an accessible height

#### Information Sharing

- Children are provided with information in a variety of ways as appropriate (eg large print, simplified language, symbols/pictures)
- School staff use a variety of strategies to ensure effective communication with families: directly in person; via email or letter; by phone
- Families have easy access to information regarding the support available for the children with SEN

and disability: an SEN information report that is clear and answers key questions that parents might have is published on the school website and available in other accessible formats on request; information is communicated via email, letter or parentmail; flyers and posters in various locations

## Access Plan

AREA	Outcome	Actions	By whom	Start/ Finish dates	Evidence	Yearly review
Curriculum	To further support writing/recording for pupils with physical difficulties	1) Greater use of laptops in class for selected children 2) Access to specialist IT equipment (eg touch screen computers or tablets) as necessary 3) Use of dictaphones/sound buttons in class 4) touch typing club for selected children	Teachers  Inclusion Manager  ICT subject leader  Liaise with OT and other specialist agencies as necessary	1) ongoing  2) as necessary  3) ongoing  4) Summer 2016	Classroom observations  Work scrutiny	
	To continue to ensure that teachers are planning to meet the needs of all children in their class	1) Leadership to set expectations and regularly monitor teachers' planning  2) Differentiated resources and equipment in use in class	Teachers Leadership	1) Summer 2016  2) ongoing	Teachers' planning  Classroom observations  Work scrutiny  Staff meetings	
	Classroom layout to reflect the particular needs of the children	Flexible layout of classroom furniture Availability of quiet work space within or just outside classroom Minimise visual distractions as necessary Consideration of colour choice on IWB for children with visual impairment, dyslexia etc	Teachers  Leadership  Specialist advice from other agencies as necessary	Ongoing	Learning walks  Classroom observations  Staff meetings	
	Develop children's awareness of disability and diversity within the school	1) Circle of Friends programme for specific children 2) Workshops/visits (eg Just Different' workshops <a href="http://www.diseed.com">www.diseed.com</a> )	Teachers  Leadership	Summer 2016  Autumn 2016	School displays and resources	

		<a href="http://www.speakingforourselves.org.uk">www.speakingforourselves.org.uk</a> 3) Create new 'diversity' display in main reception 4) resources to reflect multilingual /multicultural make-up of school as well as different needs				
<b>Environment (Premises)</b>	Signage	New signage, all entrances will have touchable information	HT PPI SBM	March 16 Sept 16		
	Pond Area Safety and Accessibility	To make sure gates are closed. To consider filling the area in if funding available	HT	Ongoing		
	Resource cupboards	Ensure resources cupboards are locked	All staff and caretakers	Ongoing		
	Playground equipment – ensure potential future access for children with disabilities is planned for	When purchasing new playground equipment will assess suitability for children with disabilities.		Ongoing As and when required		
	School library	1)When purchasing new library furniture and library design, equipment and the placement of furniture will assess suitability for children with disabilities 2) When purchasing new resources for the library, including books and e-readers, all age ranges and abilities will be carefully planned for and selected. Children who speak additional languages will also be catered for.	HT LQ LM	March 16 July 16		
<b>Information Sharing</b>	To continue to provide information for families in a variety of ways as appropriate.	Use outside agencies for advice and support.  Provide information in alternative forms as necessary - Braille; oversized text; dual	Leadership	Ongoing	Website  School bulletins, letters, etc	

		language etc Ensure all communication intended for a wide audience is written in plain English		Summer 2016 - ongoing		
	Ensure all school community are aware of the Local Offer	Staff meeting /inset on local offer Regular updates to parents Posters/flyers distributed to families	Inclusion Manager	Spring 2016		
	Ensure that children with SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Person centred teacher-parent-child meetings; IEP meetings and annual reviews  Wikis	Inclusion Manager	Summer 2016	IEP, annual review, parent meeting paperwork  Wikis	

Action	Section	Action to be taken by	Timescale
Touch typing Club	Curriculum	NW	Summer 2016
New signage, all entrances will have touchable information	Environment	HT LQ	Sept 2016
School library	Environment	HT, LQ, LM	Summer 2016