



ACCESSIBILITY Policy & Disability Access Plan

Next to be reviewed: September 2019

Person responsible for managing the provision for children and young people with disabilities:

Meg Woodward, National Award for Special Educational Needs (NASEND)

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The Senior Leader with responsibility for children and young people with disabilities is Gareth Mellor, Assistant Headteacher

The governor with responsibility for children and young people with disabilities is Amanda Gay

Kettlethorpe High School understands that some children require a little more support so that they can exist as confident individuals and, successfully contribute to society. We are committed to providing an environment that enables full curriculum access that includes all pupils, staff, parents and school visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are dedicated to developing a culture of inclusion, support and awareness.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This accessibility plan is a statutory document and must be reviewed every three years and approved by the governing body of Kettlethorpe High School. This plan for physical accessibility relates to the access audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period. The school will work in partnership with the local authority in developing and implementing this accessibility plan.

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Overview
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

Access Audit

Kettlethorpe High School is a two storey building and has considerable access at various points around the construction. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair and is periodically maintained. On-site car parking for staff and visitors includes dedicated disabled and visitor parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a distinct access point for wheelchair users and those with a disability. The school has internal emergency signage and escape routes are clearly marked.

Action Plan

The priorities for the accessibility plan for our school were identified by an action group consisting of:

- SEND Governor
- Headteacher
- Senior Leader with responsibility for children and young people with disabilities
- Special Educational Needs Coordinator
- Facilities Manager

Aims

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school so that all pupils, regardless of sex, race, disability, religion or belief and sexual orientation are fully able to take advantage of education and the associated services provided by Kettlethorpe High School.
- To provide accessibility for pupils, staff and visitors so that our school is a fully inclusive establishment

Accessibility Action Plan

Objective	Method	Timescale	Responsibility	Success Criteria
Ensure full access to the curriculum for all pupils	<ul style="list-style-type: none"> ▪ 3 year KS4 resources so that the “lost years” at KS3 are limited. ▪ Alternative curriculum from September 2017 ▪ Applicable training for all staff ▪ Use of strategy sheets ▪ Specific equipment for particular pupils so the curriculum is fully inclusive 	Ongoing 2017/18	SLT Team Leaders SENCo Team Leaders SENCo SLT SENCo SENCo LSAs in liaison with applicable agencies SENCo Matron in liaison with applicable outside agencies	School documentation outlining a differentiated curriculum offer Bank of fully differentiated subject curriculum Audit of performance management and CPD shows a variety of training specifically relative to SEND and disability Fewer incidents across school for ASD and ADHD pupils A range of bespoke tools in operation to support pupils across the curriculum
Liaise with primary providers to establish transition support plans	Lead learning support assistant working with primary schools to establish early identification of needs	September, 2017 to May, 2018	Lead teacher for primary transition SENCo Year Leader for Y7	Fully in place
All school policies are reflective of a full	Carry out audit of present policies	Ongoing	SLT Year Leaders	All policies updated annually

inclusive educational offer			Team Leaders SENCo Facilities Manager	
Further establish collaboration with outside agencies for pupils with specific health needs	Update policy and procedure to establish an register of healthcare plans for identified pupils	Ongoing, 2015/16	SLT Matron SENCo	School policy, documentation and healthcare plans reflect draft statutory guidance for governing bodies, 'Supporting pupils at school with medical conditions' February 2014.
Analysis of SEND review procedures	Clear tracking of progress for SEN Clear identification of what constitutes SEND at KHS, associated needs established Parent and pupils voice strengthened	September, 2017 to May, 2018	SENCo	Clear tracking in place for SEND pupils Clear structure and policy in place and used by all staff in SEND folders Pupil SEND forum established Regular parent open events for SEND pupils
To take account of pupils with disability in all lessons and educational experiences	Audit current provision for pupils with a disability Provide necessary bespoke equipment where a clear need is identified Learning walks Lesson observations	Ongoing	SLT SENCo Team Leaders	Provision map for SEND in place Document in place showing where bespoke equipment and tools are in place Variety of activities evident in teacher planning and in the classrooms. TA/teacher agreements and strategy sheets used as a frequent planning aid
Improve accessibility for disabled pupils, staff and visitors	Constantly review the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises	Ongoing	SLT Facility Manager	Enabling of all needs to be met where feasible.

<p>Ensure all pupils with a disability are actively involved in their learning</p>	<p>Create accessibility plans part of annual reviews and pupil profile process Yearly confidential survey of all staff to ascertain needs</p>	<p>September, 2017 to May, 2018 Ongoing</p>	<p>SENCo Assistant SENCo SLT Facility Manager</p>	<p>All applicable pupil documentation is up to date with clear accessibility plans Staff needs are met through attending to the results of the confidential survey</p>
<p>Ensuring disabled parents have every opportunity to be involved</p>	<p>Carry out an audit of parental needs Utilise disabled parking spaces for drop off & collection of children Use of outside agencies to support effective communication, where necessary, with parents</p>	<p>September, 2017 to May, 2018</p>	<p>SLT Facility Manager SLT SENCo</p>	<p>Database of parents needs made available to staff as necessary, used by staff to communicate with parents Procedures in place and disseminated to applicable parents Record of accessible support for variety of disability and need of parents</p>