



"Where children come first"

Accessibility Policy & Plans

Version: 1.01

Date Released: 4th October 2017

APPROVAL & ADOPTION

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

4th October 2017

UPDATE SCHEDULE

Version	Date	Reason for Update
1.00	12/07/17	First Version post de-Federation
1.01	04/10/17	Revision after moving into new building

Accessibility Plans

INTRODUCTION

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The school is charged with a duty to ensure that it does not discriminate against any pupil on the grounds of disability in the provision of education and associated services. We therefore aim to:

- Set the highest expectations for all pupils through our commitment to provide full access to high quality education and care for all students, in line with their particular needs and irrespective of disability.
- Ensure that all stakeholders are committed to providing access to all activities for all pupils.
- Proactively solve problems, which present as barriers to inclusion and achievement and enjoyment for all.
- Monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils.

These plans cover the three strands for increasing access over time:

- Increased access to the curriculum for disabled pupils.
- Improvements to the physical environment of the school to increase access to education and associated services at school.
- Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

RESPONSIBILITY, IMPLEMENTATION, REVIEW AND REVISION:

- The Headteacher is the lead manager for each Accessibility Plan.
- The plan will be managed and revised via the Governing Body.
- The Governing Body will contribute toward aspects of curriculum access.
- Peripatetic stakeholders advice and guidance will incorporated into the plan for individual pupils or groups of pupils.
- The Special Needs Coordinators will monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils.
- The school will take advice from county advisers and circulars.

- The Accessibility Plans will be approved by the Governing Body.
- The plan will be reviewed after three years.

RESOURCES

- The plan will be resourced from the school's delegated budget and capital budget.
- The plan is based on audits of pupil needs and current accommodation and is in line with the School Improvement Plan.

Copies of this document are available to the LEA, parents, pupils and other interested parties on request.

Accessibility Plan ~ Review Procedure

What	Who
Pupil Information. Check pupil medical disability list. Ensure new admissions needs are added	1 st aiders report to Headteacher. All staff via briefing
Check with specialist support staff to see if any adaptations should be made for individual or groups of pupils	SENCO
Inspect school buildings and site	HT/DHT/SM/SBM
Draft Plan to Governing Body	HT
Draft policy and plan to staff	HT/SENCO
1 st Year Audits	HT/SENCO
1 st Yr Action Plans	HT/SENCO
2 nd Year Audits	HT/SENCO
2 nd Year Action Plans	HT/SENCO
Policy and Plan Review	HT/SENCO

Accessibility Plan 2017

CURRICULUM ACCESSIBILITY						
Targets	Available resources	Strategies	Timescale and cost	Success criteria	Monitored by	Evaluation & impact on SIP
Increase the extent to which disabled pupils can participate in school's curriculum.	Specialist equipment	<p>To identify appropriate ICT resources to support participation and make these available across the site eg. Clicker 6 site licence.</p> <p>To train staff in using this resource, through working in partnership with Whitfield and Aspen.</p> <p>To purchase specific resources to meets individuals needs as identified through formal assessments e.g. sloping desks, noise reduction ear defenders</p>	On-going as part of Inclusion Policy	<p>Provision documented on Provision maps.</p> <p>Evidence of progress across the curriculum.</p> <p>If needed, the school can provide for pupils requiring modified materials and additional resources</p>	SLT	Disabled pupils make progress at least in line with their peers.
Curriculum Adaptation		Differentiated assessment e.g. Use of Target Tracker steps to assess lower ability pupils.	On-going as part of Inclusion Policy	If needed School can provide for pupils requiring modified materials.	SLT/ Governors	Disabled pupils make progress at least in line with their peers.
Training for teachers – Disability Specific Training		<p>We have yearly in-house training for high incidence needs (which are dyslexia, ASD, SLCN, SCMH).</p> <p>Additional training sought via LIFT to address needs of pupils. Individual staff to attend training as appropriate.</p>	<p>Ongoing as part of Inclusion Policy.</p> <p>LIFT is free of charge, remainder are charged through Kent CPD</p>	Teachers are more aware of relevant issues and can ensure that pupils have equality access to learning.	SLT	Disabled pupils make progress at least in line with their peers.

PHYSICAL ACCESSIBILITY						
Targets	Available resources	Strategies	Timescale and cost	Success criteria	Monitored by	Evaluation & impact on SIP
Inclusive Design		<p>If we had a child with a hearing impairment, we would contact Sarah Ritson (STLS) for advice.</p> <p>To ensure decorating decisions (eg colours of paint to use) are made with reference to the needs of the visually impaired</p> <p>If we had a child with a visual impairment, we would contact STLS for advice.</p> <p>If we had a child with a physical disability, we would contact STLS for advice.</p> <p>If we had a disabled member of staff, we would contact Occupational Health for advice.</p>	As needed	<p>Classrooms are made more accessible to the hearing impaired as needed.</p> <p>Safety of visually impaired children/adults</p> <p>Safety of the physically disabled child</p> <p>Safety of the disabled member of staff</p>	SLT	Pupils with specific needs are not disadvantaged in comparison to their peers.
Maintain safe access around exterior of the school.	Cost included in ground maintenance contract	Ensure pathways are kept clear of vegetation. Make sure grounds maintenance contracts know which areas to prioritise.		Disabled people to move unhindered along exterior pathways	Site manager and School business manager	Disabled pupils make progress at least in line with their peers.

Improve the quality of provision for children with specific educational needs	Tents, Sensory room 'Thrive room'	Provide tranquil spaces which children who suffer from over stimulation can receive supervision appropriate to their needs.	By the end of 2016 £1000	School experience enhanced for children with SEN	SENCO/SLT	
Disabled staff: To promote equality of opportunity for disabled members of staff		To ensure that all key documents relating to job opportunities are made available in appropriate styles as requested by applicants with disabilities	As needed	Disabled applicants have equality of opportunity when applying for jobs at Aylesham	SENCO	Applicants with disabilities are treated equally
To ensure all with a disability are able to be involved.		Create access plans for individual disabled children as part of IEP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	Ongoing	Needs are met where possible The learning environment is appropriate to all individual needs	SENCO	

PROVISION of INFORMATION

Targets	Available resources	Strategies	Timescale and cost	Success criteria	Monitored by	Evaluation & impact on SIP
Availability of written material in alternative formats e.g. different languages. (Information which is already provided in writing for pupils who are not disabled)		Visual evacuation plan and communications produced in a variety of languages	On-going, as needed	If needed school can provide written information in alternative formats.	SENCO	