

# Accessibility Plan

## Kennel Lane School



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to;

- Increase the extent to which disabled learners can participate in the curriculum
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Kennel Lane School is committed to providing a safe, secure and healthy environment for all our learners, staff and visitors. We take our accessibility responsibilities very seriously and work closely with our professional partners to ensure a well co-ordinated approach to the needs of children and young people in our care. We aim to be recognised by the wider community as an innovative and leading provider of education for children and young people with special educational needs, securing the best possible outcomes for our learners, enhancing and developing the lives of children and young people attending our school by valuing achievement and encouraging independence.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Kennel Lane School develops and maintains excellent relationships with its professional and community partners. In addition to the dedicated staff team that work with learners in school, Kennel Lane thrives on the input from other professionals, agencies and charities.

The Governors provide strategic leadership to the school ensuring clarity of vision, ethos and strategic direction of our school. Holding our Headteacher to account for the educational performance of the school and its learners, and the performance management of staff and overseeing the financial and other resources of the school, making sure that the school environment is developed and maintained.

Many agencies work with students at Kennel Lane School to provide additional services and programmes. Some programmes, such as Occupational Therapy, Speech and Language Therapy (SaLT) and Physiotherapy are ongoing and professionals from these teams work with learners on a regular basis. Kennel Lane School has two nominated Sensory Impairment teachers, one for VI and one for HI who works with individual learners.

Other agencies contribute to the wellbeing of learners in a different way and teaching staff at Kennel Lane, often consult with them to help improve the wellbeing of our young people. Kennel Lane School has strong links with the NHS, Social Care team and Child and Adolescent Mental Health Services (CAMHS).

As a central part of the community, Kennel Lane School greatly appreciates the help it receives from community partners such as Bracknell Forest Borough Council, the Kerith

Centre and the Family Support Centre. We also have strong links with local schools and colleges that some of our learners attend on placement or as part of a wider inclusion programme.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **2. Legislation and Guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for learners with a disability.</p> <p><i>All learners attending Kennel Lane School have additional educational needs and some have additional physical impairment or limitation.</i></p>	<p>A review of individual requirements is made before a learner is offered a place at the school, to ensure that we can fully meet their needs and that we are a suitable and appropriate placement.</p> <p>Our school offers a differentiated curriculum for all learners based on their ages and abilities.</p> <p>We use resources tailored to the needs of learners who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all learners.</p> <p>Targets are set effectively and are appropriate for learners with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all learners.</p>	<p>As the school offers a Foundation through to Sixth Form provision, there are differing physical requirements depending on the age and dependency of the learners.</p> <p>All learners are working towards a set of individualized objectives which are regularly reviewed, assessed for progress and updated with parents and carers.</p> <p>The school aims to increase independence and inclusivity, with ready access to all areas of the curriculum regardless of individual needs or age.</p>	<p>All learners have an EHCP document relating to their needs, the contents of which school take into account when identifying what additional support or resources are required whilst in education.</p> <p>School facilitates the provision of additional therapies such as Speech and Language, physiotherapy, occupational therapy, music therapy etc. on the school site.</p>	<p>SENCO and Senior Leadership Team, Class Teacher</p>	<p>Ongoing</p>	<p>Regular measurement and assessment of learner progress and attainment.</p>
<p>Improve and maintain access to the physical</p>	<p><i>The environment is adapted to the needs of learners as required.</i></p>	<p>To provide a secure but accessible environment</p>	<p>Maintain existing provision and provide additional resources or</p>	<p>SENCO and Senior Leadership</p>	<p>Ongoing</p>	<p>Individuals accessing all aspects of education with no</p>

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Wheelchair accessible automatic door buttons in appropriate areas of school</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Height adjustable tables</i></li> <li>• <i>Accessible model kitchen in the food tech room</i></li> <li>• <i>Wheelchair accessible mini bus for offsite activities</i></li> <li>• <i>Provision of manual handling equipment and hoists</i></li> </ul>	that is age appropriate.	<p>adaptations as deemed necessary.</p> <p>Risk assess and review individual needs and provision whenever there is need due to circumstances or annually, as appropriate.</p>	Team, Class Teacher, Site Manager, Support Staff		limitations due to the physical environment or lack of provisions.
Improve the delivery of information to learners with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	To ensure that all appropriate activities and lessons are accessible to learners regardless of their age, abilities or physical limitations	Provide individualised time tables and schemes of work, appropriate to the abilities of the learners, in line with the wider curriculum and termly planning, delivering a progression of both understanding and	Teachers, Key Stage Leaders and senior Leadership Team, Support Staff	Ongoing	Measurement and assessment of learner attainment and progress evidencing continuing learning and understanding.

	<ul style="list-style-type: none"><li>• <i>Various individualised communication aids</i></li><li>• <i>A high ratio of support staff in each class</i></li><li>• <i>Staff training and development supporting the delivery of learning schemes</i></li><li>• <i>Use of appropriate Technology</i></li></ul>		learning.			
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Supporting learners with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrance doorways all building	Door thresholds - raised edges	Assess if threshold can be made easier for wheelchair access and implement improvements where possible	Site Manager	January 2019
External pathways	Concrete and paved pathways around the site - wear and tear	Review state of the external paths around the whole site and implement repairs and improvements where necessary	Site Manager	August 2019
Ramps and edges	Visual warning of uneven surfaces – refresh paint	Repaint the edges of all steps and ramps, and any other uneven area, which represents a potential trip hazard for a visually impaired individual	Site Team	August 2018
Parking bays and car park	Disabled parking and restricted areas	Refresh and repaint as necessary any safety markings or disabled parking areas of the car parks	Site Team	August 2018
External signage	Informational signage	Check all signage is clearly visible and not obscured by plant overgrowth or wear and tear or dirt	Site Team	August 2018
Automatic door buttons	Ensure door buttons operational	Test door buttons operational	Site Team	Daily
Toilets / Disabled Toilets & Hygiene rooms	Hoists, PPE and waste disposal	Monitor and maintain adequate provision of manual handling equipment in support of learner needs. Ensure provision of other consumable resources and hygiene services	Support staff	As required

Internal signage and display boards	Informational signage, informational displays	Check all signage is clearly visible and not damaged, faded or out of date and the content and presentation is appropriate for the intended audience	Key stage Leaders, Teachers and SLT	As required
Emergency escape routes	Directional signage, illumination, support and muster points	Review on a termly basis to ensure robust evacuation processes exist, that sufficient fire wardens are available in each area to support and direct, that there is sufficient practice of evacuations for learners to be comfortable with the procedure, that emergency evacuation plans exist for all learner that may require one, that directional signage and emergency lighting is functioning. Take any action required to ensure everything related to safe evacuation is in place	Fire Officer, Teachers,	Termly