

**Detailed Objectives – Taken from the school’s Accessibility Plan
and the Equality Information and Objectives Policy**



Accessibility

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>All learners attending Kennel Lane School have additional educational needs and some have additional physical impairment or limitation.</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. We use resources tailored to the needs of learners who require support to access the curriculum. Curriculum progress is tracked for all learners. Targets are set effectively and are appropriate for learners with additional needs. 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. All learners are working towards a set of personalised objectives which are regularly reviewed, assessed for progress and updated in collaboration with the learner, their carers/parents and, where appropriate, other professionals. The school aims to increase independence and inclusivity, with ready access to all areas of the curriculum regardless of an individual's 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. School facilitates the provision of additional therapies such as Speech and Language, physiotherapy, occupational therapy, counselling etc. on the school site.</p>	<p>SENCO, Extended 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 environment</p>	<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Wheelchair accessible automatic door buttons in appropriate areas of school • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Height adjustable tables • Wheelchair accessible minibus for offsite activities <p>Provision of manual handling equipment and hoists</p>	<p>To provide a secure but accessible environment that is age appropriate.</p>	<p>Maintain existing provision and provide additional resources or adaptations as deemed necessary. Risk assess and review individual needs and provision whenever there is need due to circumstances or annually, as appropriate.</p>	<p>SENCO, Extended Leadership Team, Class Team, Site Leader</p>	<p>Ongoing</p>	<p>Individuals accessing all aspects of education with no limitations due to the physical environment or lack of provisions.</p>
<p>Improve the delivery of information to learners with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Various individualised communication aids • A high ratio of support colleagues in each class 	<p>To ensure that all appropriate activities and lessons are accessible to learners regardless of their age, abilities or physical limitations</p>	<p>Provide personalised timetables 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 learning.</p>	<p>Extended Leadership Team, Class Teams</p>	<p>Ongoing</p>	<p>Measurement and assessment of learner attainment and progress evidencing continuing learning and understanding.</p>

	<ul style="list-style-type: none"> Colleague training and development supporting the delivery of learning schemes <p>Use of appropriate technology</p>					
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Equality

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve communication with all carers and parents.	Internal audit of colleagues' language abilities. Colleagues' are appropriately placed in class groups to support learners and their families.	To communicate effectively with parents and carers who have English as an additional language.	Links to Google translate. Letters in other languages. Engaging support from the LA. Engaging support from other schools.	SENCO, Extended Leadership Team, Class Team	Ongoing	School, carers and parents can communicate effectively regardless of language.
Improve the school site as per the school's Accessibility Plan.	As per the Accessibility Plan.	To ensure the school environment is modified to make it more accessible.	Swimming Pool Upgrade. Independent Living Area which is accessible for all. The establishment of a Nurture Provision.	SENCO, Extended Leadership Team, Class Team, Site Team Leader	Progress to be reviewed termly as per the Accessibility actions above	Individuals accessing all aspects of education with no limitations due to the physical environment or lack of provisions.
Improve access to the school website for all; regardless of language or learning need.	New school website is compliant with Government legislation. Current pictures. Large icons. Separate tabs for key areas.	To have a clearly mapped school website which is easily accessible.	Language translation links. All areas to be populated. Learner area.	IT Technician, Identified colleagues, IT Technician with support of class team	Summer 2024	Higher usage of the school website. Key way of providing timely information. Carers and parents are confident using it. Learners are confident using it.