

Accessibility Plan

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Act requires the governing body to promote equality of opportunity for disabled people: students staff parents, carers and other people who use the school or may wish to.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEND and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by the DfE in July 2002.

The Department for Education (DfE) has published advice on the Equality Act, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

Key Objectives

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

- To increase the extent to which disabled students can participate in the school curriculum
- To improve the physical environment of Kelmscott School to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services
- To improve communication to students and parents/carers

Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy
- The school recognises its duty under the DDA (as amended by the SEND and Disability act 2001)
 - o Not to discriminate against disabled students in their admissions and exclusions of education and associated services
 - o Not to treat disabled students less favourably
 - o To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan the school recognises and values parent/carer knowledge of their child's disability and its effects on their ability to carry out activities, and respects the parent/carer and student's right to confidentiality
- The school provides all students with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum
 - o Setting suitable learning challenges
 - o Responding to students diverse learning needs

- o Consulting with appropriate support agencies and thus reducing barriers to learning and assessment for individuals and groups of students

Activity

This section outlines the main activities which Kelmscott undertakes and is planning to undertake to achieve the key objectives (above).

A. Increasing the extent to which disabled students can participate in the school curriculum and co-curricular activities

- Year on year planning for a more inclusive curriculum
- Review of teaching and learning arrangements
- Classroom organisation
- Deployment of auxiliary aids and personnel
- Information and training for staff
- celebration of achievement at all levels

B. Improving the physical environment

The school will take account of the needs if students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and facilities, such as improved lighting, acoustic treatment, colour schemes and accessible fittings. An annual accessibility risk assessment of the school's grounds and facilities will be undertaken to inform school's estates management and asset development planning.

- Signs
- Furniture
- Ramps/steps
- Lifts
- External hard surfaces
- Fire alarm procedures
- Lighting
- Toilets/changing facilities
- Room access

C. Provision of information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested

- Parental meetings, progress evening and school events
- Modified resource and support material
- ICT facilities
- Modified exam papers

This Plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

This plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.