Accessibility Plan

Reviewed: December 2017

Kings Mill School & Residence

ACCESSIBILITY PLAN

Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties.

At Kings Mill, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

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 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the access audit and will be reviewed annually by the leadership team to ensure it is effective.
- The plan will be published on the school website.

Accessibility plan 2018

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written formal information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice *Include established practice and practice under development*	Objectives *Short, medium and long term objectives*	Actions to be taken	Responsibility	Date to complete actions by
Increase access to the curriculum for pupils with a disability	The curriculum is subject to ongoing review to ensure it meets the needs of all pupils	A pre-formal, semi-formal and formal curriculum is being implemented to ensure pupils continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners.	Subject leaders Overviewed by SLT	April 2018
Improve and maintain access to the physical environment	New building specifically designed to meet the needs of all learners fully operational September 2017.	There are no access issues however there are plans to improve the outside play areas to improve the outdoor learning provision.	Create working party to implement plans for outdoor play provision. Identify grants and fundraising opportunities.	SLT Finance SBM	July 2018
Improve the delivery of written formal information to pupils	A small number of pupils can read. Most pupils communicate using augmentative systems such as Makaton and PECS.	Review the effectiveness of communication strategies across the school.	Complete the communication audit and update policy so that all pupils improve their communication skills.	SLT	July 2018

Section 3: Access Audit

Area	Description	Actions to be taken	Responsibility	Date to complete action by
Stairway access	Stairs are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access	Site manager	Ongoing
Corridor access	Corridors are wide with allocated areas for parking of wheelchairs and standing frames.	Ensure pupil equipment does not block corridors	Class teams	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site manager	Ongoing
Parking bays	Disabled parking bays marked	Identify suitable spaces and allocate	Site manager	Ongoing
Entrances	Automatic front doors and enclosed lobby	None required	Deputy HT	Ongoing
Hoists	Dedicated PMLD rooms, Nursery classroom, swimming pool changing area, health room and special care bedrooms have hoist access. In addition, 2 mobile hoists are available. Service level agreement in place for service twice a year.	Ensure service is carried out every 6 months	SBM	Ongoing
Toilets	Sluice areas have hoists and disabled toilets are available and alarmed.	Ensure service is carried out every 6 months	SBM	Ongoing
Reception area	Accessible to wheelchair users	None required	HT	Ongoing
Internal signage	Directional signs required	ERYC contacted to provide quote for signage around the site. To ensure signage is procured and suitably sited.	SBM	March 2018
Emergency escape routes	Fire evacuation plan in place	Weekly testing of system. Monitor cyclical maintenance of the system Carry out fire evacuation drills.	Site Manager DHT	Ongoing
Accessible transport	4 minibuses with wheelchair access to ensure users can access the community. Number of staff trained MIDAS drivers	Regular servicing of the minibuses. Rolling programme of training for nominated minibus drivers	Site Manager SBM	Ongoing