**Accessibility Plan**

Date of Board Approval: February 2017
Review date: February 2020

**Purpose of Plan**

This plan shows how Khalsa Science Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

**Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disables pupils. The information should take account of pupils' disabilities and parents'/carers' preferred formats and be made available within a reasonable timeframe.

**Contextual Information**

Khalsa Science Academy is a brand new state of the art building. We have been in our new location since January 2017. The building comprises two floors. The ground floor consists of the main reception, the school offices, the school hall/dining room, the staff room, the school kitchen and 7 classrooms.

The first floor consists of 8 classrooms, a group room and an SEN room. There is a disabled toilet on the first floor, the ground floor and in the main reception. All three toilets have an emergency pull cord.

Every entrance/exit to the school has low level access. The whole school building is wheelchair accessible. We have a lift to the 1st floor and emergency voice communication systems at the top of each stairwell, should the lift become out of action. The car park provides sloped paths for wheelchair access.

All signage within the school building is available in braille. We also have an induction loop hearing device for people with hearing difficulties.

At present we have no wheelchair dependent pupils, parents/carers or members of staff.

**Increasing Access for Disabled Pupils to the School Curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability cohorts but inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if in extreme circumstance a child had breached school rules when deprivation of attendance may be used as a suitable short term sanction and to ensure safety of others.

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
|---|---|---|---|---|
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access

Assign CPD for dyslexia, differentiation and recording methods

Online learning modules if required | On-going and as required | SENDCO | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs

Staff access appropriate CPD

Online learning modules if required | As required | SENDCO | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required

Information sharing with all agencies involved with child | As required | SENDCO | All staff aware of individuals needs |

| Use ICT software to support learning | Make sure software installed where needed | As required | ICT | Wider use of SEN resources in classrooms |
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| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible<br><br>Ensure each new venue is vetted for appropriateness | As required | Principal/Vice Principal | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports<br><br>Seek disabled sports people to come into school | As required | PE co-ordinator | All to have access to PE  and be able to excel |

**Improving access to the physical environment of the school**

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
|---|---|---|---|---|
| The school is aware of the needs of disabled pupils, staff, governors, parents/carers and visitors | To create access plans for individual disabled pupils as part of the IEP process when required | As required | SENDCO | IEPs in place for disabled pupils and all staff aware of pupils needs |
| | Be aware of staff, governors and parents/carers access needs and meet as appropriate | Induction and on-going if required | Principal | All staff and governors feel confident their needs are met |
| | Through questions and discussions find out the access needs of | Annually | Principal | Parents/carers have full access to all school activities |

| | parents/carers through newsletter | | | |
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| | Consider access needs during recruitment process | Recruitment process | Principal | Access issues do not influence recruitment and retention issues |
| | Ensure staff aware of Environment Access Standard | | | |
| Improve signage and external access for visually impaired people | Yellow strip mark step edges (to upper playground) | On going | SLT | Visually impaired people feel safe in school grounds |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties | As required | SENDCO | All disabled pupils and staff working alongside are safe in the event of a fire |
| | Develop a system to ensure all staff are aware of their responsibilities | Each September | SENDCO | |
| Ensure accessibility of access to IT equipment | Alternative equipment in place to ensure access to all hardware including hall | On-going and as required | ICT | Hardware and software available to meet the needs of children as appropriate |
| | | Software may be required | | |
| | Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils | As required | | |
| Ensure hearing equipment in classrooms to support hearing impaired | Seek support from LA hearing impaired unit on the appropriate equipment | Ongoing and as required | LA Hearing Officers | All children have access to the equipment |

**Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
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| Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print in "simple" English<br><br>School office will support and help parents/carers to access information and complete school forms | During induction<br><br><br><br><br>On-going | SLT<br><br><br><br><br>SLT | All parents/carers receive information in a form that they can access |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | Class Teachers | Excellent communication |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | On-going | SENDCO | Staff produce their own information |
| Annually review information to be as accessible as possible | Develop child friendly IEP review formats | On-going | SENDCO | Staff more aware of pupils preferred method of communication |
| Languages other than English to be visible in the school | Welcome signs to be multi-lingual | On-going | EAL co-ordinator | Confidence of parents/carers to access their child's education |
| Provide information in other languages for pupils or prospective pupils who may | Access to translators and sign language interpreters to be considered | As required | SENDCO | Pupils and/or parents/carers feel supported and included |

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| have difficulty with hearing or language problems | and offered if possible | | | |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment<br><br>Ensure Prospectus is available via the school website | 2017 | SLT | All can access information about the school |
| To ensure the school develops children's awareness of disability | Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities in a positive light<br><br>Invite people with disabilities in to school<br><br>Use opportunities to show people with disabilities in a positive light: example = Paralympics | On-going | Class Teachers | Greater awareness of disability amongst pupils |