

ACCESSIBILITY PLAN 2012-2015

Review Frequency		Review date	
Governing Committee Responsible	Approved(date)	Next Due	
Governor Approval (date)		Website	
Staff Responsible			

Our vision statement

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We will strive to challenge negative attitudes about disability and accessibility, and will seek to develop a culture of awareness, tolerance and inclusion where all pupils will be provided with the opportunity to experience, understand and value diversity.

Our intentions

KE VI Camp Hill for Boys plans, over time, to increase the accessibility of provision for all pupils, staff, parents and visitors to the school. This is in line with the SEN and Disability Act 2001 which extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA (see below). In 2005, the DDA brought in a duty on all public authorities, including schools and local authorities, to promote disability equality.

The Accessibility Plan and the attached Action Plans will:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Views of stakeholders

Our Plan has been informed by information and views from various quarters:

- Parents: we already have good links with
- Professional support: close links with external agencies
- Pupils: in regular meetings (formal and informal) with our pupils, they are encouraged to speak up and take responsibility for their individual needs and requirements
- Primary schools: links with a number of feeder schools

Recent progress

In the course of the past 5 years, we have made significant advances in making KE Camp Hill more accessible. We have:

- Appointed a Learning Mentor to oversee the day-to-day coordination of work to support disabled and disadvantaged pupils
- Appointed Assistant Heads of Year to help improve access to the curriculum
- Built up increasing contacts with external agencies to improve access to the curriculum: these have included the Communication and Autism Team, Visual and Hearing Impairment, the Pupil Support Service, the Behaviour Support Service, LACES, the Educational Psychology Service and Aspire
- Had the benefit of support from John Waggott with our EAL students
- Strengthened our links with parents and feeder schools to help pave the way into Camp Hill for disabled pupils
- Created stronger links with the Governing Body through the appointment of a Governor with particular responsibility for SEN and through the revival of the Pupil Welfare and Discipline Committee. This body has increased our accountability to Governors whilst making them far more aware of the work that is done in school to support the disabled.
- Started to make far better use of tracking data
- Provision of facilities in newly-built accommodation: the Library and English block has a disabled toilet and a lift to the first-floor Library.

The context

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Opportunities Policy
- Health & Safety (including off-site safety)
- Special Educational Needs Policy
- Behaviour and Rewards Policy
- Community Cohesion Policy

Improving the Physical Access

Objective	Strategy	Owner	Timescale	Cost £
To understand the current situation and develop an appropriate future programme	An SLT audit of the current arrangements	SLT	July 2013	
Review accessible car parking arrangements	Bays to be signed in accordance with Part M standards	SLT	July 2013	

Improving the Curriculum Access

<u>Objective</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Owners</u>	<u>Date</u>
To improve staff awareness of disability issues and how to deal effectively with them in the classroom	<ul style="list-style-type: none"> • Review the specific needs of disabled pupils • Undertake an audit of staff training requirements • Utilise the experience of external agencies • Provide training for teachers on differentiating the curriculum 	<ul style="list-style-type: none"> • All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum • All teachers are aware of the relevant issues and can ensure equality of access to education. 	<ul style="list-style-type: none"> • AJ Bulloch • S Morris 	Ongoing
To maintain the current high level of access to all school activities for all disabled pupils	<ul style="list-style-type: none"> • Comprehensive review all out-of-class provision to ensure inclusivity • All out-of-class activities are reviewed to ensure the participation of the whole range of pupils 	<ul style="list-style-type: none"> • All out-of-class activities will be planned to ensure the full participation of disabled pupils in line with all current and future legislative requirements. 	<ul style="list-style-type: none"> • AJ Bulloch • All staff 	Ongoing
To ensure that all stakeholders will understand and support the ethos of the inclusive school	<ul style="list-style-type: none"> • Take this Plan to the PWD committee and the full Governing Body for discussion and implementation • To work with the SEN Governor in the creation and promotion of this Plan • To offer appropriate training for, and raise awareness of, governors • Incorporate these issues into the PSHE curriculum 	<ul style="list-style-type: none"> • Whole school community awareness of issues relating to access. 	<ul style="list-style-type: none"> • AJ Bulloch • HOYS and AHOYS 	Ongoing
To ensure fair access to the examination system	<ul style="list-style-type: none"> • Ongoing review and monitoring of examination needs • Assessment of examination need • Provision of laptops and dictionaries 	<ul style="list-style-type: none"> • Where appropriate, pupils have access to extra time, additional aids and separate accommodation for internal and public examinations 	<ul style="list-style-type: none"> • S Morris • S Nijran • V Davies 	Ongoing

Improving the Delivery of Written Information

<u>Objective</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Date</u>
To improve the flow of information to all parents	<ul style="list-style-type: none">• Developing the use of the School-Comms system• Electronic newsletter and end of term letter	All parents are kept up to date and informed about school events	Ongoing