



Kenmore Park Infant & Nursery School

ACCESSIBILITY PLAN



Introduction

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

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation for pupils, and prospective pupils, with a disability.

(Article 23: you have right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life).

Principles

Compliance with the DDA is consistent with Kenmore Park Infant & Nursery Schools aims and equal opportunities policy. Kenmore Park Infant & Nursery School recognises its duty under the DDA

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Kenmore Park Infant & Nursery recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Kenmore Park Infant & Nursery provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

(Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can).



Activity

a) Education & related activities

Kenmore Park Infants will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Kenmore Park Infant & Nursery will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We have installed disabled toilet which are accessible from the corridors and from the playground. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

Provision of information

Kenmore Park Infant & Nursery will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

(CFS 2005)

Person Responsible: R. K. Mahil-Pooni

Ratified by the Governing Body : 12th October 2016

Plan to be reviewed every three years (next review September 2017).



Kenmore Park Infant & Nursery School Accessibility Plan 2014 – 2017.

Review and update of this Accessibility Plan September 2015

Objectives	Strategy	Outcome	Timescale	Goal Achieved
Improving access to the curriculum				
<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.</p>	<p>Audit staff current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experiences.</p>	<p>Staff who are secure in their diagnosis of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN & D & SEN to access more of the curriculum.</p>	<p>Ongoing subject to funding.</p>	<p>Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities.</p> <p>Teaching assistants trained to deliver a range of interventions and deployed to support pupils and track progress in order to close the learning gap.</p> <p>Elklan trained TA support pupils with SALT targets beyond SALT therapist scheduled visits.</p> <p>Hearing Impaired teacher supporting pupils in school with hearing impairments. (Sept 2015).</p>
<p>Greater awareness of and confidence in dealing with Pupils with LN & D and SEN amongst teachers</p>	<p>Identify areas where knowledge and skill base needs to be extended.</p>	<p>More highly trained staff in these areas.</p>	<p>On- going.</p>	<p>Better access to the curriculum for pupils on the LS register.</p> <p>Staff meeting on the new SEND code of practice and teaching staff members responsibility for supporting on going learning. (Sept 2015).</p>



Objectives	Strategy	Outcome	Timescale	Goal Achieved
Improving Delivery of Written Information				
Increase awareness of staff of the importance of good communication	Advice and training as required.	Better awareness of employees and adults at the school	On-going	Increase effectiveness in meeting pupils' needs.
Ensure the is good challenges of communication and feedback to class teachers following intervention and support for pupils with LD & D and SEN.	Written records on progress and next steps to be maintained in a central place which is accessible to the support assistant and class teacher. Opportunities for verbal dialogue and feedback at the start and end of the session/day.	Improved communication regarding pupils progress which can inform teacher planning and aid next step planned in future sessions to move learning on.	On-going	Pupils make good and better progress when compared with their peers. <i>Analysis of class data by categories termly has supported the monitoring and allocation of provision of pupils with LD & D and SEN.</i> <i>Performance management objects focused on closing the gap demonstrate over all good progress made by this group of learners over the year. (Sept 2015).</i>
Ensure that all learning environments have a visual timetable which illustrates the plan for the day.	Consistent use of visual timetables and school wide universal symbols indicating the events of the school day.	Aids pupils with LD & D and SEN to feel part of the whole class with established routines with aid their inclusion.	On-going	Pupils with LD /SEN such as ASD are able to function as part of the whole class with similar strategies used to support the learning of all. <i>All classes have visual timetable which are being used to communicate events of the day to all pupils but also with some SEND pupils individual visual timetables are used to support learning and conformity. (Sept 2015).</i>



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Objectives	Strategy	Outcome	Timescale	Goal Achieved
Developing access to the physical environment of the school				
Provision of a toilet for the disabled in the Infant school to be well maintained.	Ensure that it is accessible and well maintained.	Clean and accessible disabled toilets in the Infant School	On-going	Provision of toilet facilities for the disabled within the Infant school. <i>There are disabled toilets on the ground floor near the main school toilets to use by pupils with disabilities and from September 2015 there is also a disabled toilet in the new nursery (Sept 2015).</i>
Consideration to be given by the Junior school for when the children transfer to the first floor.	Future building works to ensure there is increase toilet provision for disabled learners in the Junior school.(The school is committed to improving access within the building for pupils with disabilities however requests for a lift have been exhausted!)	More disabled toileting provision	On-going	Children with disabilities will be able to transfer to the Junior school on the 1 st floor with the knowledge that they will be able to access facilities they may require to meet their basic needs. <i>From Sept 2015 there is now a disabled toilet in the new block as part of school expansion works but there are no classroom for the Junior school on the ground floor! (Sept 2015)</i>
Answer to the question – Is it possible for a person in a wheelchair to access the first floor by some means.	Investigate whether or not it is possible to install stair lift in one of the Junior school stair cases, engineering, costs, planning issues.(see above)	Objective information about whether or not it is possible to access the first floor.	Summer 2016	Factual information to use for future plans in conjunction with the Junior School.