



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 : 11th October 2017

Last review September 2017

Plan to be reviewed every three years (next review September 2020).



Kenmore Park Infant & Nursery School Accessibility Plan 2017 – 2020.

Review and updated Accessibility Plan September 2017

Objectives	Strategy	Outcome	Timescale	Goal Achieved
Improving access to the curriculum				
Continue to improve the 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.	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.	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. The Neurodiversity check list used to identify potential learning difficulties.	Ongoing subject to funding.	Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities. Teaching assistants trained to deliver a range of interventions and deployed to support pupils and track progress in order to diminish differences between SEN and non-SEN learners. Elklan trained TA supporting pupils with SALT targets beyond SALT therapist scheduled visits. Hearing Impaired teacher supporting pupils in school with hearing impairments. (Sept 2017).
Greater awareness of and confidence in dealing with Pupils with LN & D and SEN amongst teachers	Identify areas where knowledge and skill base needs to be extended.	More highly trained staff in these areas.	On- going.	Better access to the curriculum for pupils on the LS register. Differentiated learning intentions & success criteria, aimed at ensuring all pupils make progress and experience a sense of achievement, building confidence amongst all abilities of learners.



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 there is good channels of communication and feedback to class teachers following intervention and support for pupils with LD & D and SEN.	<p>Written records on progress and next steps to be maintained in a central place which is accessible to the support assistant and class teacher.</p> <p>Opportunities for verbal dialogue and feedback at the start and end of the session/day.</p> <p>Rigorous monitoring of pupil progress data to ensure that any underachieving groups are targeted and provision planned to address and learning needs.</p> <p>Early identification of support and tracking in order to address issues promptly.</p>	Improved communication regarding pupils progress which can inform teacher planning and aid next steps planned in future sessions to move learning on.	On-going	<p>Outcomes for SEND pupils need to be broadly in line with that of all non-SEND learners in all year groups by the end of the academic year.</p> <p>Analysis of class/year group data by categories termly has supported the monitoring and allocation of provision of pupils with LD & D and SEN.</p> <p>Performance management objects focused on diminishing differences thus demonstrate over all good progress made by SEND learners over the year.</p>
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 inclusive by establishing routines which aid this process.	On-going	<p>Most 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.</p> <p><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.</i></p>



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Objectives	Strategy	Outcome	Timescale	Goal Achieved
Developing access to the physical environment of the school				
Provision of a disabled toileting facilities within the Infant school which are well maintained.	Ensure that the toilets are accessible to a child in a wheelchair 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 (from Sept 2015).</i>
Junior school to develop a plan of how they can meet the needs of a SEND child from the Infant school when he/she transfers to the Junior school on the first floor.	The Junior school to Investigate whether or not it is possible to install a stair lift in one of the Junior school stair cases, engineering, costs, planning issues access & 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 through the LA!)	More disabled toileting provision & a stair lift from the ground floor to the first floor.	On-going	Non- wheelchair bound pupils are able to transfer to the Junior school on the 1 st floor with the knowledge that they will be able to access facilities with some support. The JS have invested in an evacuation chair to support learners and adults with mobility issues in the event of a fire with clear written protocols established.