

KINGSDOWN SECONDARY SCHOOL

ACCESSIBILITY PLAN 2014-2017

INTRODUCTION

This plan should be read in conjunction with the school's Equality Policy and the Admissions statement. We are committed to being an inclusive school and supporting pupils, parents and visitors to play a full part in the life of the school whatever their disability. We also recognise that we have a duty to promote disability issues and within our context it is particularly important that we consider disability issues within the curriculum and take every opportunity to demonstrate to our boys that we value and promote diversity. We have tried in the past to survey all stakeholders but responses have been too few to inform practice meaningfully. We are a 'listening school' and hope that through our relationships with parents/carers and pupils we are alert to any difficulties they may experience.

Context

Kingsdown Secondary School is a very small Special School for boys aged 11-16 with very challenging behaviour. Our Admissions Policy states that it is unlikely that we would be able to meet the needs of pupils with physical disabilities because they would be too vulnerable in our setting. It is also unlikely that we would be able to employ staff with physical disabilities because of the requirement for all staff to be trained in positive handling. However we will always endeavour to make reasonable adjustments to enable staff and students who are temporarily disabled to continue play a full part in the life of the school subject to a comprehensive Risk Assessment.

Many of our pupils have invisible disabilities including mental health diagnoses – ADHD, ASD, ODD, Conduct disorders, Speech and Language disorders, learning difficulties. It is our core business to make school accessible to these pupils all of whom who have experienced difficulties with and been excluded from mainstream provisions. Many of our parents have similar difficulties to their children and have found interacting with schools problematic in the past. Again it is our core purpose to work alongside parents/carers in order to provide a wholistic service to pupils. Our roll is small and constantly changing. We know our pupils and their parents well but are aware that we need to be alert for hidden disabilities and vulnerabilities.

The school operates in a two storied building. The ground floor (which includes all the public areas) is fully accessible and care is always taken to ensure that disabled parents are able to participate fully in parent/teacher consultation events, celebratory assemblies and other meetings. Our roll is constantly changing and as a result pupil and parent/carer needs are also constantly changing. Formal consultations/surveys do not capture this well and so we try

- a) To anticipate likely needs and ensure we plan reasonable adjustments into our day to day practice
- b) To actively listen to pupils and parents/carers and hear both what they say and what they do not say and make adjustments to ensure our services are accessible

Action Plan

Year	Action	Success criteria	Budget	Outcome/Review
Improving Physical Access				
2014	Continue to ensure interview and induction procedures are robust so that school is aware of all difficulties experienced by parent/carers and pupils hidden and overt	School is aware of 'reasonable adjustments' that may need to be made		Ongoing
2014	Ensure disabled parking bay clearly designated in front car park	Disabled bay clearly visible	£500	Achieved April 2014
2014	Step free access from car park to main entrance provided.	Ramp and hand rail at main gate available for disabled visitors	£500	Achieved
2014	Commission a survey re adjustments needed to downstairs to enable wheelchair bound parents and visitors to access public areas and private meeting spaces (we are anticipating 2 possible wheelchair bound parents)	All parents and visitors able to access public areas and play full part in life of school	?	
2014	Develop an implementation plan to make the alterations required.	Clear schedule in place to complete necessary works	?	

Ongoing	Ensure needs of disabled parents/carers & visitors are considered when planning 'events'	Disabled parent/carers fully included in life of school	No cost	Ongoing
2015	Provision of visual cues for those with ASD and other learning needs	Entrance, Reception, Hall, Dining Room have plenty of visual cues. Classrooms have visual cues re Code of Conduct etc	£100	Ongoing
Improving curriculum access				
2014	Continue to ensure interview and induction procedures are robust so that school is aware of all difficulties experienced by parent/carers and pupils hidden and overt	School is aware of 'reasonable adjustments' that may need to be made		Ongoing
2014	Support pupils to improve their speaking and listening and written language	Employment of Words First therapist package		Ongoing
2014-15	Further develop all staff understanding of and strategies for supporting pupils with common disabilities which impede curriculum access eg ADHD, ASD, ODD, SpLD(Dyslexia) –use outside CPD providers as well as in house expertise	Teachers are more effectively able to support pupils to overcome barriers to learning so that all can achieve.	Within CPD budget	Ongoing
2014-15	Develop staff confidence in the use of IWBs to make learning more accessible	All staff confident to use IWBs, lesson delivery is more personalised	No cost	Ongoing
2015	Consider the use of new technologies (including ICT, mobile phones etc) to motivate and engage pupils and enable them to record their thinking without the need to write	Pupils have online portfolios in a range of formats of evidence of learning which they can use as a tool to support	£4000 (purchase iPads, cameras etc)	Ongoing

		examination success		
2016	Consider installation of an induction loop if new SEN COP results in pupils with HI being referred	Induction loop installed	£10,000	Not required as of 1.1.16
Improving the provision of written material				
2014	Continue to ensure interview and induction procedures are robust so that school is aware of all difficulties experienced by parent/carers and pupils hidden and overt	School is aware of 'reasonable adjustments' that may need to be made		Ongoing
2014	Update school website to make it less cluttered and easier to navigate	Website updated		Achieved
2014	Ensure all written material is followed up with a phone call so that parents with literacy difficulties are not stigmatised.	Parents with literacy difficulties are not disadvantaged		Ongoing
2015	Purchase school mobile and use to text parents reminders re important events etc	Parents are able to participate in school events		Achieved