



KINGSGATE

SCHOOL

Kingsgate School

Accessibility Plan

Local Procedure

Local Procedures Owner: Tim Rogers

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Kingsgate School Accessibility Plan

Local Procedure

This Accessibility Plan is compliant with current legislation. The Equality Act 2010 has merged several pieces of legislation – The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

The Act says that we must not discriminate against, or victimise a pupil:

- in the way we provide education for the pupil
- in the way we afford the pupil access to a benefit, facility or service
- by not providing education for the pupil
- by not affording the pupil access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

The Senior Leadership Team are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. This Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. **A significant number of pupils are therefore included in the definition.**

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Definition of Special Educational Needs

The Education Act 1996 says that ‘*a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*’ It also says that ‘*a disability, which prevents or hinders them from making use of education facilities*’,

There are two ways in which the SEN framework and the planning duties overlap:

- the provision of materials in alternative formats; and the protection from discrimination
- the provision of equipment/aids

The reasonable adjustments duty and the planning duties

This plan sets out our proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the accessibility plan is resourced, implemented and reviewed and revised as necessary.

What follows is our set of action plans showing how our school will address the priorities identified in the plan

Section 1

Our School

1A The purpose and direction of the school's plan: vision and values

Kingsgate School provides specialist education for students aged 7 to 14 with Social, emotional, and mental health needs. Our education, therapy, welfare, support and related services are of the highest standard.

Our main objective is to facilitate our pupils' full inclusion into society and to prepare them for integration into the wider community as contributing adults.

Information about the school

Our mission statement is: *'Together we can all Achieve'*

Our aims and objectives are:-

'to provide education, therapy, welfare, support and related services of the highest standard to allow pupils to achieve their full potential.

This will also facilitate full inclusion into society and prepare our pupils for integration into the wider community as contributory adults.'

Our school provides National Curriculum subjects and supported access to vocational, academic and leisure provision both on site and in the community.

We offer support from: specialist teachers, pastoral support team, a Clinical Psychologist, Educational Psychologist, Speech and Language Therapist, Occupational Therapist as well as Art and Play Psychotherapists. We can also call upon other therapy professionals as required e.g. a physiotherapist. All staff have appropriate training in behaviour support.

We are committed to equality of access and opportunity for every student so that they can reach their full potential.

1B Information from pupil data and school audit

Pupils who attend Kingsgate School are supported by their Local Authority at their home address. Most of the pupils have an Education Health and Care Plan by the Local Authority. Pupils are taught in class groups and through individual timetables where appropriate. The maximum group size would be 4/5 pupils supported by the teacher and teaching assistants/learning support assistants.

We have space for 16 pupils. Which will require 12 members of staff to be employed at the school.

We have a variety of visitors including: parents, local suppliers, Local Authority representatives, and contractors.

Most pupils at Kingsgate have a primary diagnosis of SEMH (social, emotional and mental health difficulties) with associated learning difficulties. A range of other diagnoses and co-morbid features may also be present.

These include:

- Autism Spectrum Disorder,
- Dyspraxia
- Attachment disorder
- Bi polar
- Oppositional Defiance Disorder/OCD
- Challenging behaviour
- Specific Learning Difficulties (eg dyslexia, dyscalculia)
- Medical conditions (e.g. epilepsy, asthma, dietary problems, diabetes)
- Speech and Language difficulties
- Social and emotional issues, including mental health problems

1C Views of those consulted during the development of the plan

At Kingsgate School we have a number of mechanisms to ensure that everyone has an opportunity to make a contribution.

All staff are asked to contribute to the School Development Plan. Regular staff meetings and training days will occur where all members of staff are encouraged to put forward their ideas and views. We have a Leadership Team who can then make adjustments to the Plan based on staff input received.

All pupils have representation through the School Council and individually either directly or via their form tutor if they have any issues to raise or comment on.

All parents have opportunities to comment through the regular 'Home Link', through Annual Reviews, via the telephone or email and as issues arise.

Other Professionals, for example representatives from the Local Authority and Careers Service are involved throughout the year and their comments are both welcomed and included in our planning.

The school is subject to formal and informal inspections.

Section 2

The main priorities in the school's plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum.

Our curriculum is designed to meet the needs of the individual. Careful attention is given to ensuring that each person is working to fulfil their potential both socially and academically. Staff achieve this by:

- thorough planning
- using a range of resources
- incorporating information technology
- working with therapy professionals
- looking at preferred learning styles
- inclusive teaching
- educational visits
- individual and flexible timetables
- appropriate use of adult support
- including a breadth of cultural, social and sporting activities
- choice of curriculum content
- good access to resources and training in their use
- using a variety of assessment methods
- careful recording of progress
- To provide ongoing Online Training for staff

Our Development Plan includes:

- Continuing to improve data collection and monitoring
- To encourage students to participate in student leadership opportunities
- To encourage students to access extra -curricular activities
- To develop the range of extra -curricular activities
- To ensure that students have access to quality careers education, information, advice and guidance.
- To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Currently the school's main accommodation is not accessible for wheelchair access. If any visitor, parents or professional attending a meeting for their child require access arrangements, alternative arrangements will be made.

Physical Access – The Current Position

- All parents are asked if they require access arrangements, alternative meeting venue found if any person required access arrangements.
- Space for small group work and individual work for targeted learners
- A physical environment that is safe and welcoming.
- Clear visual signage

Our Development Plan includes:

- The buildings are wheelchair accessible (downstairs)
- Accessible toilet facilities available in the school
- To review the site annually.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of disabled car parking bays on site.
- To consider the provision of an induction loop in the main reception.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

In our development plan we aim to improve the information provided to pupils. As part of communication we look to provide visual information to assist learning. This includes pictorial communication.

In the classroom, teachers make use of DVDs, Interactive boards including links to internet sites, differentiated work and generally adapt work to the individual student. Care is taken to use 'plain English' and signs or symbols to assist understanding and learning.

We have specialist staff who work with pupils eg Occupational Therapists and Speech and Language Therapists. Working together to implement the best strategies for each person is our ethos and staff are cooperative and work well in teams.

Staff undertake training to help them understand and interpret the needs of individuals.

Written information -The Current Position

- Visual timetables are produced for identified students
- The Accessibility Plan is available to all
- Signers are used for parents when required
- Translators and interpreters are used in parents when required
- Private rooms are available off site for Parents when required.

- Alternative formats for Home learning projects are available.

Our Development Plan includes:

- To ensure that written information is accessible for students and that enlarged books are available as required.

Section 3

Making it happen

3A Management, coordination and implementation

The Senior Leadership Team ensure that all members of staff including all other managers in our school, together with members of administration and facilities are all familiar with their duties relating to disability discrimination and can include attention to it in their planning and operations.

Staff

All new staff who are recruited have been through a rigorous process to confirm that they are appropriate adults.

Interview questions include points on equal opportunities and fair and equitable treatment.

All staff access on-line learning platform which brings to their attention the Standards required in Care, Valuing People and providing Equality of Opportunity, Risk Assessments, Health and Safety, Awareness of our Pupils Difficulties, Behaviour Management and Awareness of Abuse.

Pupils

All pupils have individual plans which are reviewed regularly. Pupils are involved in meeting with their teachers and key worker and other professionals (as appropriate to them) to agree their individual plans and targets. These plans are reviewed on several occasions throughout the year.

This plan will be reviewed annually in conjunction with our School Development Plan.

3B: Accessing the school's plan

- This plan is available through the school office to all. The office staff are able to reproduce in any font size or on any colour of paper that will help the reader. We are also happy to allocate a member of staff to read the paper to any person requiring this.
- It is held on the central computer system under Policies.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Health and Safety Committee.