



**Kestrel House
School**

Accessibility Plan

Policy No	KHSAP V3
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Owner	Marc Cox

Document History

Name	Date
Surinder Dhingra	Sept 2018
Lorna Bailey	Sept 2019- 2022
Marc Cox	Sept 2023

Our Mission, Ethos and Values

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Head Teacher at Kestrel House School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed

period. Kestrel House School Mission Statement, School Ethos & Values, Kestrel House School aims to meet the social, emotional and educational needs of our pupils and aspire to provide opportunities that are needed to develop their full potential.

We ensure that we develop children's spiritual, moral, social and cultural understanding. We promote the fundamental British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs. This weaves its way through the curriculum.

Ethos

At Kestrel House we recognise that education for our pupils needs to provide a great deal more than the National Curriculum.

We aim to ensure that our pupils:

- Are supported to access learning opportunities in a meaningful way that takes account of their learning style and the impact of their Autistic Spectrum Disorder.
- Feel confident, happy and secure in themselves, their relationships and their learning.
- Have the right to protection from all types of harm or abuse.
- Develop and maximise their ability to communicate and interact socially with others.
- Develop their ability to think flexibly, effectively and independently.
- Successfully use strategies to help them manage challenges presented by their Autistic Spectrum Disorder.
- Reach their potential academically and work towards accreditation for their learning at the highest level possible for each individual.
- Have goals and aspirations for their life beyond school and are as independent as possible in their ability to achieve them.
- Are equipped and confident to take their place in society; able to be proactive and productive members of society, accessing opportunities to continue learning or working.

To do this we ensure that:

- Pupils placed at Kestrel House are all equally valued, respected and nurtured.
- Staff have access to on-going training, including regular child protection training.
- Pupil's needs, including challenging behaviours, are rigorously assessed, understood and supported.
- Staff at Kestrel House welcome collaboration with each other, parents and outside agencies and actively seek ways to promote the best outcomes for pupils and their families.
- Kestrel House offers a school environment that meets the needs of pupils with Autistic Spectrum Disorders in terms of structure, resources, visual and communication support.
- Kestrel House offers a broad, balanced and relevant curriculum that meets the needs of pupils with Autistic Spectrum Disorders; tailored to be child centred, specialised and personalised.
- Kestrel House basis its practice upon current research and recognised best practice and that staff have on-going professional development opportunities.

Vision statement: To create a safe, inclusive and nurturing environment where the curriculum is creative, sensory, meaningful and relevant to the children's present needs and future aspirations.

We believe that every learner is **'unique'**.

Understand that everyone has the opportunity to excel and flourish in their learning

Nurture through respect, honesty and tolerance in a safe and challenging educational environment

Involve children, families, teachers, governors and the community to ensure that everyone is working in together successfully.

'Quality Teach First' to help all learners achieve their potential

Utilise skills to promote independence and resilience that will secure a positive future for our children

Embrace the schools belief that our children 'Think and Learn Differently'

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;	• ability to lift, carry or otherwise move everyday objects;
• memory or ability to concentrate, learn or understand;	• perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three-year period ahead of the next review date. This reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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. Kestrel House School's Accessibility Plan shows how access is to be improved for pupils 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.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils 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 including 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.

Curriculum – The Current Position

<ul style="list-style-type: none"> • Kestrel House School data system is available for all staff 	<ul style="list-style-type: none"> • Advanced planning for students based on 'good' information from the Local Authorities.
<ul style="list-style-type: none"> • Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour) 	<ul style="list-style-type: none"> • High quality Learner Inclusion Plans and Risk Assessments.
<ul style="list-style-type: none"> • Providing a bespoke curriculum and targeted interventions from, Music Therapist, Clinical Psychologist, SaLT and OT. 	<ul style="list-style-type: none"> • Continue to develop and promote outstanding learning and teaching across the school and in the wider community.
<ul style="list-style-type: none"> • Progress Review Days to have progress dialogues with families every term. 	<ul style="list-style-type: none"> • Using the EYFS / Pre key Stage assessment tools to measure the progress and achievement of all learners and set attainable targets with high expectations.
<ul style="list-style-type: none"> • Ensuring that school visits and trips are accessible for all students with Risk Assessments completed before each visit. 	<ul style="list-style-type: none"> • Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; sensory diets; attention Autism strategies to support all learning styles
<ul style="list-style-type: none"> • Use of specific learning/therapeutic rooms in line with learners EHCP outcomes including life skills, physical wellbeing, Sensory/Immersive room, and soft play room. 	

Physical Access - The Current Position

The school has undergone significant changes in the classrooms to make them more stimulating and engaging. The communal areas have become more sensory and offer opportunities for independent learning and self-regulation.

<ul style="list-style-type: none"> • Level access from car park to entrance 	<ul style="list-style-type: none"> • Compliant toilet facilities.
<ul style="list-style-type: none"> • Intercom access at front entrance 	<ul style="list-style-type: none"> • Contrasting door frames and skirting boards.
<ul style="list-style-type: none"> • All internal areas appropriately lit 	<ul style="list-style-type: none"> • Hi visibility painting on external steps

Priorities for 2023-2024

The forward plan will be developed in response to learners, staff and other stakeholder's needs.

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The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to:

- To ensure that classrooms and resources are 'sensory and ASC friendly' in line with AAD (Ask, Accept, Develop)
- Provision of adapted and/or alternative work equipment and tools to meet individual's needs.
- To review and embed a more meaningful curriculum that caters to the individual needs of the learners/
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs

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. The plan should not be read in isolation and other school policies should be considered, these include (but not limited to);

- Curriculum Policy
- School Behaviour Policy
- School Brochure
- Health & Safety Policy
- School Improvement Plan

Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- Visual timetables are produced for pupils if necessary
- The Accessibility Plan is placed on the website
- Newsletters to be completed each term in a suitable format and translated where necessary.
- Class work is carefully differentiated to insure it is in line with pupil ability
- A family/meeting consultation room is available on the ground floor.
 - The plan will be monitored through the Health and Safety Committee