

Policy Name:

Accessibility Policy

Date of Last Review:

January 2024

Policy Owner:

Headteacher

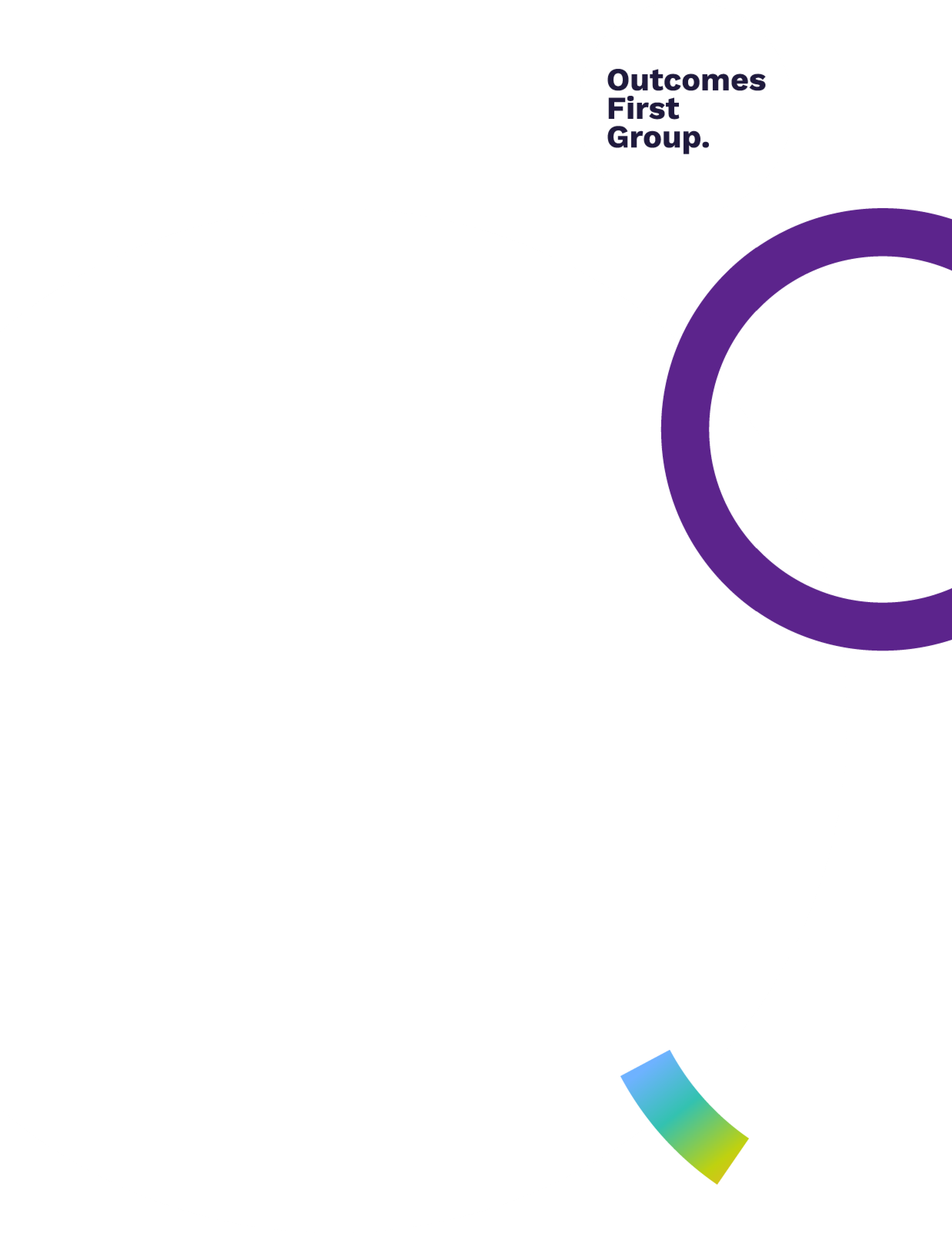
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**Accessibility Plan 24 - 27**

**Kestrel House School**

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# 1.0 INTRODUCTION

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

**Implementation**: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance**: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

# 2.0 VISION STATEMENT

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with Autism Spectrum Disorder and co-morbid conditions. At Kestrel house School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

Outcomes First Group also recognizes its responsibilities towards employees with disabilities, and will:

* Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
* Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace

## 3.0 DEFINITION

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

# 4.0 DEVELOPMENT & REVIEW

The accessibility plan is guided by the principles and procedures in the school’s Single Equality Policy.

The plan will be on the school website and reviewed annually by the Senior Management Team to ensure it is effective.

**Section 2: Aims and objectives**

Our aims are to:

* Increase access to the curriculum for pupils with a disability
* Improve and maintain access to the physical environment
* Improve the delivery of written information to pupils, parents and visitors

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| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| To increase access to the communication curriculum for pupils with a disability | Curriculum is subject to ongoing review to ensure it meets the needs of all pupils | To review the school’s curriculum to ensure that all pupils are accessing learning to the best of their ability. | Complete a communication audit.  Reassess all pupils.  Training for staff.  Promote the use of AAC across all stages to embed understanding of communication and developing the capacity of each individual to access the curriculum | Head  teacher, therapy, teachers | January  2026 |

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| To improve the play facilities and sensory opportunities for the students | Add to the schools existing sensory facilities across the site. Improve the play facilities with safe, challenging equipment to encourage learning and exploration. | To redesign the outside play area to enhance opportunities for social communication and gross motor skills.    To resolve technical difficulties with the immersive room and develop the use of the space in line with the curriculum for students with immersive interactive experiences | Designs of playground – pupils voice to be included where possible as well as staff.  Quotes on playground.    Immersive and IT to resolve alignment issues.  IT to support with access to materials.  Include use of Immersive spaces in curriculum. | SLT, Clinical team, Site manager.        SLT Clinical IT | 2027          2025 |
| To improve the communication and transition,  embedding AAC  within the curriculum and activity. | Use of timetables for pupils is established in some classes. | All students to be able to access transactional supports that are appropriate for their needs and are able to identify spaces through signs/transition points. | In line with AAC pupils to be assessed to see which transactional support are needed.  Transition points to be placed around the school.  AAC champions to be actively involved. | SLT Clinical team | In place: April 2025      In place May 2025  Ongoing |

## Section 3: Access audit

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of  floors | Stairs are kept clean, tidy and free from obstruction at all times | Maintain and ensure access  Add different colours strips on tops and bottoms of stairs. | Staff and  H&S team  Site lead | Ongoing  In place November 2024 |
| Corridor access | Corridors are kept clear at all times for general access | Weekly checks to ensure areas are safe and accessible. | Education and  H&S team | Ongoing |
| Entrances | Fobbed access system on main entrance, width of doors suitable for wheelchair access reception at all sites. | Weekly checks. | SLT and  H&S team | Ongoing |

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| Toilets | Toilets maintained and repaired where required    Disabled toilet in reception maintained and repaired where required. | Weekly checks to ensure areas are maintained, safe and accessible. | SLT and  H&S team | Ongoing |
| Reception area | Accessible to visitors who are wheelchair users | Weekly checks to ensure areas are maintained, safe and accessible. | SLT and  H&S team | Ongoing |
| Internal signage | Disabled toilet clearly marked.    Top and bottom steps clearly marked with different colour to support accessibility | All stairs to be marked to ensure that accessibility is highlighted for everyone | SLT and  H&S team | Ongoing |
| Emergency escape routes | Clearly marked emergency exit routes, as per fire evacuation plan.  PEEPs in place for those young people who require a specific plan for their accessibility needs when there is a fire alarm | Continue weekly alarm tests and scheduled fire drill practices  PEEPs held for students where needed, held both within the class and with the fire file | SLT and  H&S team | Ongoing |

## Section 4: Improved the communication of written information

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| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Availability of written material in alternative formats | The school ensure that it thinks about the alternative methods of communication that it should convert its information into when it is produced and provide a number of means of  communicating | The school will be able to provide written information in different formats when required for individual purposes as required | September 2025 | Delivery of information to parents through ClassDojo, phone calls and email. |
| Make available school prospectus and other information for parents and carers on website and in paper format | Review current school publications and promote the availability in different formats | All school information available for all | September 2025 | Delivery of school information  to parents improving, reports have been adjusted to ensure it is more concise and easier to read. |
| Ensure that parents and carers receive information from school in a format of their choice | Survey parents to gain information regarding their choice of format (paper or  email communications)    School to set up to have an electronic platform for communication which provides opportunities for parents to convert the language information is provided in and to provide an alternative  method of obtaining information for parents which is more accessible. | Parents and carers will receive information in the medium of  their choice      Parents will have an electronic platform for ease of use to provide information about how  their child is accessing education. | Summer 2025        Parent Portal on iSams to be used by September 2025 | Use of class dojo which is able to translate. |
| Ensure that all school communications use plain  English | A member of SLT to check all communications to parents/carers before distribution | All communications will be easy to read and have clarity of purpose |  | Parents and carers will be clear as to purpose of communications |



**We are part of the Outcomes First Group**

**Family, by working together we will build**

**incredible futures by empowering vulnerable**

**children, young people and adults in the UK**

**to be happy and make their way in the world**