

**Outcomes
First
Group.**



**Kestrel House
School**

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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

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.	Designs of playground – pupils voice to be included where possible as well as staff. Quotes on playground.	SLT, Clinical team, Site manager.	2027
		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	Immersive and IT to resolve alignment issues. IT to support with access to materials. Include use of Immersive spaces in curriculum.	SLT Clinical IT	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
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Section 3: Access audit

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

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
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Section 4: Improved the communication of written information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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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
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**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**