



Accessibility Plan September 2018- August 2021

Section 1: Introduction

Vision

Kilburn Grange School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility plan and encourages a proactive approach to improving access for pupils with disabilities. The plan has regard to the duties as outlined in the SEN and Equalities Act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility plan outlines the steps the school is taking to improve access for pupils, staff, parents and visitors with a disability. It aims to promote a proactive approach to improving access by:

- Ensuring that the rights of people with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenging negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the ~~Act~~ ct as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

This plan has been written and should be read in conjunction with the following policies:

- Equalities/Equal Opportunities Policy
- SEND Policy
- Anti-bullying policy

- Behaviour for Learning Policy

Implementation, Monitoring and Review

The action plan sets out how we plan to:

- Increase access to the curriculum for pupils with a disability
 - 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 pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.
- Improve and maintain access to the physical environment
 - This covers improvements to the physical environment of the school including the playground and physical aids to access education.
- Improve the delivery of written information to pupils and families
 - This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

The accessibility plan will be monitored as part of the strategic monitoring cycle conducted by internal and external monitoring procedures including the Senior Leadership Team, local advisors and the Bellevue Education Trust. This plan will be reviewed every three years.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum including educational visits and extra-curricular activities for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and families

The table below sets out how the school will achieve these aims.

Aim	Outcome	Actions to be taken	Person responsible	Timescale	Cost	Current good practice <i>Include established practice and practice under development</i>	Evaluation
1. Increase access to the curriculum including educational visits and extra-curricular activities for pupils with a disability	1.1 Training for staff on increasing access to and differentiation of the curriculum for disabled pupils and all learners.	1.1 Undertake an audit of staff training requirements and use CPD evaluation forms to organise training to reflect around needs of learners.	HK/AH	July 2019	No cost	<ul style="list-style-type: none"> • Pupil's health and disability needs are identified prior to pupil starting at KGS. If required, health care plans are written for these pupils upon starting at school and staff training is identified and completed if required. • SENDco liaises with outside agencies such as Educational Psychologists as necessary. • SEND concern process is established. 	
	1.2 Improve the quality of provision for children with specific special needs.	1.2 Enhance the tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	AH	July 2019	£1000		
2. Improve and maintain access to the physical environment	Ensure all stairways have slings on them for disabled persons to use during fire/emergency evacuations.	2.1 Investigate adding slings or evacuation mats onto stairways so all people with SEND can exit building safely during an evacuation.	AH and site supervisor	December 2019	£1500	<ul style="list-style-type: none"> • School entrance and reception is wheelchair accessible • There are 2 lifts in school building • Disabled toilets are accessible on each 	

						level of the building	
3. Improve the delivery of written information to pupils and families	3.1 Pupils with SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an accessible way.	3.1 Continue to organise person centred annual reviews and regular review meetings throughout the school year. Parents and pupils are part of the review cycle and contribute to targets sets during review meetings.	AH	July 2019	No cost	<ul style="list-style-type: none"> • All leaflets and letters written by the school are emailed, published on website and available as paper copies upon request. • All meetings including parent teacher meetings are recorded, signed and a written copy provided to parents. 	
	3.2 Families to have easy access to clear information regarding the curriculum, updates and the support available for the children with SEND.	<p>3.2 Ensure that any communication intended for a wide audience is written in plain English following guidance: http://www.plainenglish.co.uk/free-guides.html</p> <p>Information available in large font for parents who are visually impaired. All information and policies available in hard copy upon request.</p> <p>Investigate and recommend an App that reads aloud written communication for parents who are visually impaired. Include this App information in the SEND information Report.</p>	AH	July 2019	No cost	<ul style="list-style-type: none"> • All leaflets and letters written by the school are emailed, published on website and available in paper copies upon request. • All meetings including parent teacher meetings are recorded, signed and a written copy provided to parents. 	

Section 3: Access audit

Feature	Description	Actions to be taken	Person(s) responsible	Timescale
Number of floors	4 floors, but currently Kilburn Grange School occupies ground floor – third floor.	No further actions needed		
Corridor access	Corridors access is wheelchair accessible. The corridors are also regulated by fire regulations and therefore routes and pathways are always kept clear.	No further actions needed		
Parking bays	No parking is available at the school due to space restrictions.	Establish nearest disabled parking to school and notify visitors.	Phil	July 2019
Entrances	School entrance and playground is wheelchair accessible	No further actions needed		
Ramps	None are needed as building is wheelchair accessible	No further actions needed		
Toilets	Reception toilets are located within the Reception classrooms. There is one wheelchair accessible stall. There is one wheelchair accessible toilet on first floor. There is a shower and changing room available for hygiene purposes.	No further actions needed		
Reception area	Reception area is wheelchair accessible and has a toilet which can be accessed by wheelchair users.	Reception area toilet to be fitted with grab rail and pull cord.	Phil	July 2019
Internal signage	Disabled toilets, classrooms and hall spaces are clearly marked.	No further actions needed		
Emergency escape routes	Clear signage throughout building including fire escape routes and refuge points. Building fitted with emergency lighting.	Add assembly point signs outside and disabled persons refuge point.	Phil	July 2019