

## Kilburn Grange School Accessibility Plan 2020-2023

### Section 1: Introduction

**Our Vision:** *Kilburn Grange School promotes a positive attitude towards diversity and inclusion. We are committed to providing a service that is responsive to the needs and aspirations of the diverse community that we serve. This commitment is reflected in the school's accessibility plan and encourages a proactive approach to improving access and inclusion for pupils with disabilities.*

**This plan is underpinned by the SEN and Equalities act 2010 and ensures that:**

- No disabled pupil/s or a pupil/s with a SEN is treated less favourably as a result of their specific and individual need
- Reasonable adjustments for disabled or SEN pupils are made so they are not at a substantial disadvantage

**The accessibility plan outlines the steps that 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/inclusion 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, assessment and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion
- Providing tailored CPD to meet the needs of our pupils and staff

Disability is defined in law as a physical or mental impairment that has a substantial and long-term negative effect on the ability to perform normal day-to-day activities/tasks. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism, 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>

The accessibility plan has been produced so that the school can address and meet the needs of our whole school community.

**This plan 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 plan sets out how we plan to:

### Increase access to the curriculum for pupils with a SEN or disability

- This encompasses ‘teaching and learning’ and the wider curriculum of the school such as, participation in after school clubs, leisure and cultural activities and school excursions.
- It also includes the provision of specialist or auxiliary aids and equipment that may assist pupils in accessing the curriculum.
- It addresses the manner in which the school prevents SEND based bullying, curriculum exclusion and harassment.

### Improve and maintain access to the physical environment

- Ensure that improvements and adaptations are made to the physical environment of the school building, classrooms, toileting facilities and the school playground to reflect the SEND pupils’ individual physical needs.
- Secure and use physical aids so that individual pupils can access education.

### Improve the delivery of written information to pupils and families

- Ensure that information is available and distributed regularly.
- Utilize various formats/ methods when communicating with pupils and families within a reasonable timeframe.
- Liaise with external professionals including other school settings and the local authority.

This accessibility plan will be updated yearly to ensure that it adheres to the latest statutory guidance. However, the aims outlined in this plan will be reviewed every three years. The strategic monitoring cycle will be conducted by internal (including the Senior Leadership Team, LAB Advisors and the Bellevue Education Trust) and external professionals and will follow all monitoring procedures.

## Section 2: Aims and objectives

The table below highlights our clear aims/objectives and how we will ensure that these achieved within a specific timeframe.

Aim 1: To increase access to the curriculum including educational visits and extra-curricular activities for pupils with a disability						
Outcome	Actions to be taken	Person(s) responsible	Timescale	Cost	Good practice (Inclusive of established practice and practice under development)	Evaluation
1.1 All staff will be trained on the importance of a differentiated curriculum in order to ensure accessibility for pupils with a SEND needs or pupils that are at risk of not achieving ARE.	<ul style="list-style-type: none"> <li>To undertake an audit of training that staff have already engaged participated in.</li> <li>To organise training that addresses gaps in individual staff's skillset.</li> <li>To ensure that training is informed by the SDP and is reflective of the audit and staff skillset.</li> <li>To provide constructive feedback that is informed by lesson observations, learning walks, observations of pupils with SEND and book looks.</li> <li>To ensure through planning discussions that QFT is being provided for to all learners with SEND or pupils at risk of not ARE.</li> </ul>	SS	July 2021	No cost	<ul style="list-style-type: none"> <li>All pupil's with health and disability needs are identified prior to them starting at KGS-school SENDCo to visit previous settings where possible. If required, health care plans are written for these pupils upon starting at school and staff training is distributed to staff quickly to ensure a smooth transition for these pupils.</li> <li>SENDCo liaises with parents, pupils, outside agencies/ professionals, and the LA (Local authority) to ensure a consistent and collaborative approach is being offered.</li> </ul>	
1.2 The improved provision/curriculum for all pupils with specific special needs will reflect in the pupil's individual progress.	<ul style="list-style-type: none"> <li>Continue to enhance the tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.</li> <li>Ensure there is a quiet space in each classroom for learners to access.</li> </ul>	SS	July 2021	£500	<ul style="list-style-type: none"> <li>The SEND concern process is established and shared regularly with parents and staff.</li> <li>Risk assessments for Educational visits and extra-curricular activities include SEND provision and individual risk assessments are used where necessary.</li> </ul>	

## Aim 2: To improve and maintain access to the physical environment

Outcome	Actions to be taken	Person responsible	Timescale	Cost	Good practice (Inclusive of established practice and practice under development)	Evaluation
2.1 All children and adults with a SEND need that require a 'Personal Evacuation Plan' will have been identified and risk-assessed so that the individual has been planned for according to their needs.	<ul style="list-style-type: none"> <li>At the beginning of each academic year, a 'Personal Evacuation Plan*' will be completed (with parental input) for some SEND pupils that may need to evacuate the building in an emergency adhering to detailed plan.</li> <li>A 'Personal Evacuation Plan' may also be in place for a staff member with an individual need.</li> </ul> <p>*These plans will be shared with parents, all staff supporting this person, Key Stage leaders and members of the SLT.</p>	SS and AT	July 2020	No cost	<ul style="list-style-type: none"> <li>If a PEP (Personal Evacuation Plan) is required for a pupil that is going to attend the school they are completed and during a pupil's transition meeting.</li> <li>All plans are reviewed and updated annually.</li> <li>School entrance area, main reception and ground floor classrooms are wheelchair accessible.</li> <li>There are 2 lifts in school building.</li> <li>Disabled toilets are accessible on each level of the building.</li> </ul>	

## Aim 3: To Improve the delivery of written information to pupils and their families

Outcome	Actions to be taken	Person responsible	Timescale	Cost	Good practice (Inclusive of established practice and practice under development)	Evaluation
3.1 All pupils with a SEND need will have their voices captured and documented to ensure that their views, wants, opinions and aspirations are included in the decision-making process and individual targets set.	<ul style="list-style-type: none"> <li>Continue and maintain a child centred approach when carrying out annual reviews and regular review meetings throughout the school year.</li> <li>Ensure that parents and pupils are part of the review cycle and that they contribute to their personal</li> </ul>	SS	On- going	£500	<ul style="list-style-type: none"> <li>All leaflets and letters written by the school are emailed and published on the school website.</li> <li>Communication will be provided via paper copies or larger print upon request.</li> <li>All meetings</li> </ul>	

<p>*These views maybe elicited using various strategies, such as picture prompts, Makaton actions etc.</p>	<p>targets sets during review meetings.</p> <ul style="list-style-type: none"> <li>• Ensure that pupils with communication difficulties or that are non-verbal receive a 'Total Communication' supported environment, which promotes a range of expressive language systems (sounds/words, signs, pictures, technology).</li> <li>• Makaton training to be given to staff and will be monitored to see if these are being used in the day-to-day interactions with pupils.</li> </ul>				<p>with parents/ professionals (excluding parent conferences) are minuted and signed by all attendees. A copy of the minutes is provided to parents.</p> <ul style="list-style-type: none"> <li>• The SENDCo works closely with speech and language therapists from Brent and Camden.</li> </ul>	
<p><b>3.2</b> Families will be provided with clear and comprehensive information regarding their child's education. This includes information on the curriculum, assessment, individual needs, support their child receives, updates from professionals and possible support available to the pupil.</p>	<ul style="list-style-type: none"> <li>• Ensure that any communication intended for a wide audience is written in plain English following guidance: <a href="http://www.plainenglish.co.uk/free-guides.html">http://www.plainenglish.co.uk/free-guides.html</a></li> <li>• Information available in large font for parents who are visually impaired. All information and policies available in hard copy upon request.</li> <li>• Investigate and recommend an App that reads out loud any written communication for parents who are visually impaired. Include this App information in the SEND information report.</li> <li>• Arrange opportunities for non-English speaking parents to discuss the information concerning their child with native speaker (where possible).</li> </ul>	SS	July 2020	Interpreter cost TBC	<ul style="list-style-type: none"> <li>• All leaflets and letters written by the school are emailed, published on the school website and available in paper copies upon request.</li> <li>• All meetings with parents (excluding parent conferences) are minuted and signed by all attendees. A copy of the minutes is provided to parents.</li> <li>• Class Dojo is used as a tool to communicate with EAL parents as it translates key information into the parent's mother tongue.</li> </ul>	

### Section 3: Access audit

Feature	Description	Actions to be taken	Person(s) responsible	Timescale
Number of storeys	4 storeys, but currently Kilburn Grange School occupies the ground floor up to and including the third floor.	No further actions needed		
Corridor access	Corridors access is wheelchair accessible. All corridors are regulated by fire regulations and therefore routes and pathways are always kept clear and suitably signposted.	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.	Office manager to investigate and ensure this is included as part of the information provided to visitors.	June 2021
Entrances	Both the school entrance and playground area 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 each floor. There is a shower and changing room available for intimate care purposes on the fourth floor.	No further actions needed		
Main reception area	The reception area is wheelchair accessible and has a toilet, which can be accessed by wheelchair users.	No further actions needed		
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.	Office manager to ensure all signs are up in the relevant places around the school.	May 2021