

### **The Context of Kilburn Grange School**

Kilburn Grange School serves a diverse, multi-cultural community and is located in a deprived area with high mobility. The proportion of pupils who are EAL, SEND and receive pupil premium funding is above national average. Children begin their educational journey with a range of starting points with a high proportion of pupils working below related expectation.

### **Schools are required under the Equality Act 2010 to have an accessibility plan.**

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

### **Overall Aim**

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

### **The plan seeks to:**

**Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum.** 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.

**Improve the provision to disabled pupils of information of information which is already in writing for pupils who are not disabled.** This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

**Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.** This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from as planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored BPET's Regulations and Compliance Audits.

## Section 1: Introduction

**Our 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 reflected in the school's accessibility plan and encourages a proactive approach to improving access and inclusion for pupils with disabilities.*

### Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### So 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
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**The 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 need.
- 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.

At Kilburn Grange School, we continue to improve teaching and learning through a self- review cycle and professional CPD. We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning and create a fully inclusive where all children thrive regardless of need.

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 1: Aims and objectives

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

### Enabling Participation in the School's Curriculum for All

Outcome	Actions to be taken	Person responsible	Timescale	Cost	Good practice (Inclusive of established practice and practice under development)	Evaluation
1. To use a behaviour tool/curriculum to support pupils with SEMH needs and pupils that find it difficult to regulate their emotions through the use of the Zones of Regulation curriculum.	<ul style="list-style-type: none"><li>• The senior leadership team successfully completes the Behaviour Hubs programme.</li><li>• The Behaviour Hubs action plan has been implemented effectively.</li><li>• The Behaviour Policy has been updated and reflects the latest pedagogy.</li><li>• Clearly planned CPD disseminates the latest pedagogy and knowledge on behaviour to ensure consistent approaches are maintained.</li><li>• The ZOR curriculum is planned and delivered biweekly.</li><li>• Lesson observations, learning walks and behaviour data show that staff are following the behaviour policy consistently and adaptations are made for pupils with social, emotional and mental health needs.</li><li>• Behaviour data analysis shows that trends are identified and actions outline next steps to address behaviour and provide relevant support for children who display repeated patterns of poor behaviour.</li></ul>	SS	July 2026	No cost	<ul style="list-style-type: none"><li>•</li></ul>	

	<ul style="list-style-type: none"> <li>• Behaviour data analysis shows that internal and external exclusions decrease.</li> <li>• Children are able to articulate what our school values are and how they use the values to help them become responsible and caring individuals.</li> <li>• Children can explain how our behaviour policy works and how it supports good behaviour in our school.</li> <li>• Staff and children understand the Zones of Regulation (ZOR) and the language associated with ZOR becomes commonplace throughout the school.</li> <li>• To revise the behaviour policy to ensure that it underpins the school's values, supports a consistent approach across the school and provides adaptations for pupils with social, emotional and mental health needs.</li> <li>• To embed the Zones of Regulation across the school to ensure that the curriculum is used consistently across the school.</li> </ul>					
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## Improving the Physical Environment

Outcome	Actions to be taken	Person responsible	Timescale	Cost	Good practice (Inclusive of established practice and practice under development)	Evaluation
2. To create a sensory/ready to learn space.	<ul style="list-style-type: none"> <li>• Continue to enhance a tranquil space for children with sensory needs across the school.</li> <li>• To carry out an audit of existing</li> </ul>	SS	July 2021	£2000	<ul style="list-style-type: none"> <li>• ?</li> </ul>	

	<p>resource before sourcing and ordering suitable resources</p> <ul style="list-style-type: none"> <li>• Ensure there is a quiet space in each classroom for learners to access.</li> <li>• To design a sensory space so that accommodates an array of sensory. To consult with external professionals so that the room is designed to be effective.</li> <li>• To ensure that the room and its contents adhere to health and safety criteria.</li> <li>• To create a timetable for the use of the sensory/ready to learn room for children that need scheduled break.</li> <li>• To elicit parental involvement and support for the ready to learn room.</li> <li>• To train staff on the use of the resources and ensure that staff understand how to store this items.</li> </ul>					
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## Accessibility of Information

Outcome	Actions to be taken	Person responsible	Timescale	Cost	Good practice (Inclusive of established practice and practice under development)	Evaluation
<p><b>3.</b> 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.</p> <p>*These views maybe elicited using various strategies, such as picture</p>	<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 targets sets during review meetings.</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>	

prompts, Makaton actions etc.	<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.	WHO? 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 <del>first floor</del> 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.	Reception area toilet to be fitted with grab rail and pull cord. Has this been done?		
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.		