

ACCESSIBILITY PLANNING 2015+

Kettlebrook Short Stay School (KSSS) (also known by its former name of Kettlebrook Pupil Referral Unit/PRU) aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development.

KSSS's Mission statement is:

**All students to believe in themselves,
Realise their potential and achieve a successful social and academic future,
That can sustain them throughout their lives.**

At KSSS we believe every student has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every student has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all students, adults and families should feel welcome and should have an equal chance to benefit from our school and everything that it provides – safeguarding for all. We have the individuality of all our students and the families that they come from. We are committed to giving all of our students every opportunity to achieve the highest of standards including those with diverse needs.

We offer a broad, balanced and flexible academic and social curriculum, which is accessible to them and ensures that they are fully included in all aspects of school life. We have the highest expectations of all students. We plan our curriculum to extend our student's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of our society and not just our group. We encourage our students to explore in a positive way the difference and diversity of people. We actively seek to combat all forms of discrimination.

NB: KSSS has very few disabled students who need extra planning to access the curriculum or building; when this has occurred – KSSS implements clear practical actions to support / meet the needs of the student.

Increasing the extent to which disabled students can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	(July for Sept 2016; LG)	Increase in access to the National Curriculum and Qualification syllabi
All out-of-school activities are planned to ensure the participation of the whole range of student	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	(July for Sept 2016; FP)	Increase in access to all school activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	(Dec 2016; LG after new extension)	Increase in access to the KS 3 and KS4 Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	(Autumn 2015 and on going; LG); (IQM April 2015 & 2016; KER)	Society will benefit by a more inclusive school and social environment

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information

about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats: KSSS has a student friendly timetables for students to see and they have a TA who verbally informs them per day.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	(On going; LG & TAs)	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	(FP to survey the p/c as to how they would prefer such information: JUNE 2016 PRD)	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment. P/C who have hearing impairment – school will email these p/c. LG& KER on going.	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	(LG when circumstances require)	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	LG to deliver on going INSET to staff.	Awareness of target group raised	(On going; LG)	School is more effective in meeting the needs of pupils.

Improving the physical environment of KSSS

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale
Accessible car parking	Bay to be signed	After the building work has been completed and the removal of 2 large storage containers have gone.
Doors	Anti-glare film to be applied to the doors:	By (Date) and on-going
Staircases – n/a at moment	Colour-contrasted handrails to both sides of staircases	n/a: at some stage with the new extension: Dec 2016
Accessible toilet	To provide one unisex accessible toilet	In place; although it is used by staff & storage during building works.
Improve Reception facilities during building changes	The counter will remain at a high level to prevent students from climbing through the hatch areas; BUT reception staff will enter the reception area to work with the visitors etc.	By hopefully July 2016!