



Kingsdale Foundation School

Accessibility Plan

Adopted: 4th October 2016

Review date: July 2017

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Kingsdale Foundation School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. Our special education needs policy can be located on our website www.kingsdalefoundationschool.org.uk

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

	Targets	Strategies	Outcome	Time Frame	Goals Achieved	Led By
Short Term	Availability of written material in alternative format	HODs to obtain information from different sources: LEA on converting information	Departments provide written information in alternative formats	Summer term	Information made more accessible for students	HODs, EMA, Directors
	Ensure that the interview forms are amended to ask the right question at interview	All staff are aware and ask the right question at interview/primary/secondary transfer	All teachers ask and record the parent/carers answer to the question	Summer term & beyond	SEN, EMA, HOLS have all the right information to aid planning	Directors, Heads of Upper and Lower School, SEN/EMA departments, Sue Cowling
Medium Term	Incorporation of appropriate colour schemes when refurbishing e.g. pupils with visual impairment and install blinds	Seek advice and work with the LEA on appropriate colour and blinds	More classrooms are made accessible to all pupils	Beyond	Physical accessibility of school increased	Governors, SET, Premises Manager, Staff
	Training for existing and new teachers on differentiating the curriculum	Skills audit to determine who would benefit from training on differentiating the curriculum	All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum	On-going	Increase access to the National Curriculum	SET, Directors, SSN, HODs

Long Term	To amend and develop the improvement plan over successive years; to plan for developing entrances so that children with limited mobility have full access	In consultation with the LEA use School Access Initiative Funding to ensure that any essential repairs are costed in accordance with the plan. Wherever possible within financial restraints on-going work will be carried out in accordance with this plan	The School's exit and entrance are fully accessible with funding from the LEA	On-going	Physical accessibility of School increased	Governors
	Ramps and handrails for physically disabled (including new Music School)	Completed as part of the School's Long Term Plans	All staff are aware and monitor the update	Completed	All students have equal access to the School's facilities	Director of Performing Arts, Premises Manager
	Teaching rooms have Interactive Whiteboards	Differentiate the work taking into account the Child's needs	Teachers are able to meet the requirements of disabled children with regard to accessing the curriculum	On going	All children have equal access	Director ICT, Staff

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ **SEN governor** **Date:**

_____ **Headteacher** **Date:**

_____ **SENCO** **Date:**

This document will be reviewed annually. Next review July 2017.