



Katherine Warrington School

Accessibility Plan

Vision and values

Katherine Warrington School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ensure equality of opportunity for all students and staff; it follows that disabled students or prospective students are not treated less favourably than other students or prospective students, for reasons relating to disability.

We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Legal framework

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD'

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions arthritis e.g.)
- 'normal day-to-day activities' include everyday things such as eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions are considered to be a disability. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed disabled.

Some conditions are specifically excluded from being covered by the disability definition, such as addiction to non-prescribed substances, seasonal allergic rhinitis (e.g. Hayfever, except where it aggravates the effect of another condition).

The Special Educational Needs and Disability Act 2001 extended the DDA to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and students, under Part 4 of the DDA:

- Not to treat disabled staff and students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled staff and students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

Scope of Accessibility Plan

Katherine Warrington School plans to increase the accessibility of provision for all students, staff and visitors to our school. The Accessibility Plan will contain relevant actions to:

1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and provision of physical aids to access education.
2. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are able-bodied students. This target covers teaching and learning and the wider curriculum at Katherine Warrington School such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students to access the curriculum.
3. Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility.

This Accessibility Plan should be read in conjunction with the following:

- Single Equality Scheme
- Curriculum Policy Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs and Disability Policy
- Student Discipline (Behaviour for Learning) Policy
- Medical Conditions Policy

The School's complaints procedure covers the Accessibility Plan.

Implementation and review

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination. The Accessibility Plan will be reviewed annually by the Resources Committee and updated every 3 years. The Accessibility Plan will be published on the school website.

Action Plan 2021-2024

1. Improving Physical Access

Targets	Actions undertaken since last review	Actions planned	Accountability
<p>All students / staff / parents / visitors can access the premises without encountering any difficulties.</p> <p>The whole school environment promotes independence</p>	<p>Full site handed over in June 2020 and the site is accessible to all users including those with disabilities.</p>	<p>Conduct an annual audit of school premises taking into account the specific needs of any stakeholder, current or prospective.</p> <p>Reasonable adjustments made to accommodate students' personal needs</p>	<p>School Business Manager</p>

2. Improving Curriculum Access

Targets	Actions undertaken since last review	Actions planned	Accountability
<p>Teaching and learning meets the needs of all learners, with all teachers able to fully meet students' needs with regard to accessing the curriculum</p> <p>Students enjoy and benefit from a broad and balanced curriculum with full access to the National Curriculum at an appropriate level.</p>	<p>Regular review of departmental schemes of work to show how the needs of different students will be met in lessons.</p> <p>All departments making provision for progression in learning, including ensuring effective differentiation for individuals in accordance with the Code of Practice (DFE 2015) .</p> <p>Staff to undergo regular training on SEND needs, strategies and best practice.</p> <p>EHCP documents held securely in a database with staff access to a library to ensure statutory provision is met.</p>	<p>Monitor and maintain ongoing actions.</p> <p>Introduce new measures as required – Seating Plans on Arbor</p> <p>Continued rollout of Pupil Passports on Edukey.</p>	<p>SLT / HoFs / Head of Inclusion</p>

	<p>All teaching staff using Seating Plans in Arbor to clearly outline the needs of the students and what is to be put in place to support individuals in each subject area, with new members of staff provided with appropriate training in the summer term or termly.</p> <p>Rollout of EduKey (October 2021) detailing SEN needs/pupil passports.</p> <p>Regular subject reviews</p> <p>EHCP annual reviews</p> <p>'Drop ins', insight walks and lesson observation to ensure the needs of all learners are being met. Learning walks are completed and logged electronically.</p> <p>Interventions in place for students at all ability levels.</p>		
	<p>Identifying all students, particularly SEND students, who require IT support and ensuring appropriate chromebook provision is made and accessibility features enabled such as 'screen tint' add-on.</p>	<p>As above</p>	<p>HoFs / IT support staff</p>
<p>High levels of awareness in whole school community of disability and access issues</p> <p>Staff trained with regard to health conditions such as epilepsy or diabetes and in the use of Epipens, with relevant policies in place and current</p>	<p>Monitoring situation by student surveys and staff questionnaires</p> <p>Training and awareness-raising sessions in twilights, staff meetings and assemblies for staff and students.</p> <p>Medical register continually updated</p> <p>Policy changed so that ALL students carry own medication</p> <p>Training in use of Epipen – Annually in September.</p>	<p>As above, also:</p> <p>Repeat epipen training</p>	<p>Headteacher / Director of Operations</p>

<p>Needs of SEND students and measures to meet them have a high profile and are addressed by all teachers.</p> <p>SEND students feel supported.</p> <p>Progress by SEND students is in line with expectations and targets, and on an upward trajectory</p> <p>Staff have high levels of expertise appropriate to their role</p> <p>Staff are aware of the needs of individual students.</p>	<p>Tracking to monitor the effectiveness of students through Pupil Passports, Statement Reviews, Progress data.</p> <p>Implementation intervention through mentoring SASS.</p> <p>Systematic review of policy and procedures relating to SEND - ½ term</p> <p>Staff briefings for students with Educational Health Care Plans as well as K students. All EHCPs are now added to CPOMS for ALL to read.</p> <p>Staff briefings carried out on specific students as required.</p> <p>Individualised training for staff through INSET regarding students with exceptional needs e.g. Down Syndrome, hearing loss etc.</p> <p>Data analysis</p>	<p>As above, keeping to annual cycles where appropriate</p>	<p>Data Personnel / Head and Deputy Head of Inclusion / SLT</p>
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3. Improving the Delivery of Information

Targets	Actions undertaken since last review	Actions planned	Accountability
<p>School information is available and accessible to all with disabilities, whether students, staff, parents or visitors.</p> <p>Meaningful engagement with the school on their part, including by attending reviews and Parents' evenings</p>	<p>Identifying students / families at potential disadvantage from communication that is ineffective in their cases, including on account of EAL</p> <p>Reviewing the effectiveness of school publications and other means of communication in such cases</p> <p>In cases of EAL to provide a translation / support service as required, in house at first, or via appropriate agencies</p>	<p>Monitor and maintain ongoing actions.</p> <p>6 week speaking, listening and writing task intervention.</p> <p>Introduce new measures as required</p>	<p>SLT / HoFs / Pastoral team / Head of Inclusion</p>

Students/families where English is spoken as an additional language (EAL) suffer no disadvantage	Making written materials available in other languages or other appropriate format. Tests to be made available in Italian		
Hearing impaired students can access all areas of teaching and learning within the classroom environment so reaching their full potential	<p>Portable Soundfield system available if required.</p> <p>All staff trained on the use of Radio Aid for students who require this technology.</p> <p>Providing Inset training to all teachers / TAs using technology to support students with Hearing impairments.</p>	Monitor and maintain ongoing actions.	IT support / SBM/ SENCo