

# School Accessibility Policy

## Introduction

Thomas Keble School has welcomed and invited the process of inclusion of pupils and staff, who are “disabled”. The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has “a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”. This is a broad definition; further guidance is available on request from the school office.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school takes these duties seriously. Much of the investment in new buildings has been to address these issues and we have pioneered aspects of an alternative curriculum to meet pupils’ needs. However, the plans have been drawn up to address ongoing issues and in order to anticipate future need. The school recognises the need for thorough consultation and therefore the plan will be reviewed annually with staff, pupils, parents, outside agencies and others invited to contribute. The success of the plan is dependent on the active participation of all concerned.

In addition to the specific planned objectives stated here the school has an ongoing need to embrace staff training to meet pupils’ needs and to equip staff to promote the most inclusive environment possible so that all children achieve their best.

**Thomas Keble School**

**School Accessibility Plan**

**2017 - 2020**

**Key Aim: Increase Participation in the School Curriculum**

<b>Objective</b>	<b>Strategies</b>	<b>Immediate Responsibility</b>	<b>By When</b>	<b>Success Criteria</b>
Update School Audit of potential limitations	Consult all parents of new students. Collate records (S.E.N; medical, student) etc.	Headteacher / Assistant Head (Safeguarding) / SENDCo	April 2018	Accurate register of need created. Medical care plans updated for all students. Needs clearly logged.
Review "extended curriculum" & "Extra-curricular provision".	Review existing curriculum provision & need for additional programmes.	Headteacher/ Assistant Head (Curriculum) / SENDCo	September 2018	JSM / CD to develop appropriate curriculum provision for all needs by September 2018. This will reflect the needs of physically disabled students entering KS4 and consider the curriculum needs of those with profound cognitive needs. For example, accessible vocational programmes for Design Technology through the development of the Technical Award programme.
Increase flexibility of format to meet need	Passport success outcomes used by classroom staff to meet individual need (informed by (1) above)	SENDCo / All teaching staff / Learning Support Workers	Ongoing	Disabled students able to access curriculum more effectively, as indicated by EHCP reviews/pupil consultation. HLTAs now have non-contact time to personalise resources to meet needs (eg visual impairment.) Ongoing.
Extend "Good Practice"	S.O.W review to embrace effective flexible learning strategies	Heads of Department	Ongoing	All Schemes of Work embrace accessibility and reflect opportunity.  Learning Walks and student pursuit information collated in order to act as a conduit for sharing good practice.

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**2017 - 2020**

**Key Aim: Improving the School Environment**

<b>Objective</b>	<b>Strategies</b>	<b>Immediate Responsibility</b>	<b>By When</b>	<b>Success Criteria</b>
Improve paths, paving both within school site and access to site.	Audit of site	Business Manager	April 2018  July 2019	Ongoing programme. Slab of hard play broken up by gravelled garden area to provide multi-sensory social area with ramps and scented planting.  Pathway between school site and Bussage gate to be developed.
Improve external access to site	Seating areas developed for students with mobility issues close to grassed field area to promote inclusion	Headteacher / Business Manager	September 2017	Wooden tiered seating with sensory planting areas developed next to access path between humanities and science.
Improve safety for users with hearing impairment	Audible alarms supplemented by visual alarms.	Business Manager	July 2019	Ongoing – not yet completed
Improve safety for physically disabled students for fire evacuation	Fire sledges to be purchased for upper floors in main building to ease evacuation in safe manner.	Business Manager	September 2017	Sledges purchased  Obtain qualified trainer input to train staff.

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2017 - 2020

**Key Aim: Improving the Delivery of Information**

Objective	Strategies	Immediate Responsibility	By When	Success Criteria
Adopt effective signage	In line with student/parent consultation and L.A. guidance	Business Manager	July 2019	Signage amended throughout site. Braille signage installed when replacement signs are used. New high visibility signs at back of school to aid direction.
Revise all policies and guidance Documents to promote inclusive language.	All new policies written incorporating accessibility considerations immediately – all existing policies updated at review.	SMT/Governors	Ongoing	Ongoing – aim to reduce jargon and legal terms, particularly for parental correspondence.
Review modes of communication	Consultation with parents, pupils and outside agencies.	Headteacher	Summer 2018	Schoolcomms installed for e-communication and text messaging. Reduces need for long letters. Offers opportunity to e-translate and use of enlarged font etc. by receiver to aid understanding.  Online banking made available to improve accessibility for parent with mobility issues who struggle with writing cheques and returning slips.