Accessibility Plan 2022-2025

Kelvin Hall School

Our accessibility plan sets out how we will aim to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment to enable disabled students to take better advantage of the education, facilities and opportunities provided.
- Improve the availability of accessible information for disabled students.

Aim	Tasks	Timescale	Resources	Responsibility	Monitoring
Increase our impact analysis Ensure all policies consider the wider implications of disability.	Analyse impact of behaviour policy, school rules, educational visits, homework policy and health/medical provision in relation to students with disabilities. Consultation to involve staff, students and parents and findings to be shared with governors and stakeholders before any amendments or changes are made.	2020-21	SLT, SENCO, nursing team and pastoral team; staff time needed for policy and data review.	SLT and SENCO	LGB
Increase access to the curriculum Ensure appropriate ICT is available to students with disabilities/needs	Review the accessibility of ICT, including chromebooks, whiteboards and technology/ equipment used by students with sensory or physical disabilities/needs Identify any new equipment or software required.	Autumn & Spring Term 2020-21	ICT co-ordinator and SENCO. ICT budget capitation allocation CPD budget allocation	ICT coordinator and SENCO.	SLT/Trust Central team

Increase access to the curriculum Create effective learning environments for all.	Ensure, through quality first teaching that all staff take responsibility as teachers for students with SEND ensuring the curriculum offers a differentiated offer to all pupils. Curriculum progress is tracked for all pupils, including those with disabilities. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils Ensure all classrooms and resources are organised in accordance with student need – including the role of support staff. Develop appropriate provision for students unable to access age-related curriculum. Provide an ongoing programme of staff training in disability awareness to reflect the diverse needs of students within school. Seek feedback on the current status of The Hub. How does it fit with ACCESS and mainstream provision for students with ASC?	Review September 2021 Autumn Term 2020 and Spring Term 2021	Continue development of personalised learning. Support from partner schools and agencies. Twilight inset sessions. Time needed for SLT, SENCO and Hub manager to liaise. CPD budget allocation Faculty budget allocation SEN budget allocation Curriculum budget allocation ICT software allocation budget	All staff. SENCO and SLT SLT, SENCO and other staff as appropriate. Hub manager.	SENCO through lesson observations and sampling of work. SLT & LGB SLT & LGB SLT
Access to Wider Curriculum Increase participation in school activities (including out of/ after school activities).	Ensure school activities are accessible to all students and audit participation to identify any barriers. Seek advice if necessary re: alternative appropriate venues for e.g. work experience placements and residential trips.	Review September 2021	Training needed re: risk assessments. Visits budget allocation Work experience budget allocation	SLT and LGB	SLT and LGB
Improve and maintain safe access, exits to the physical environment	Review personal evacuation plans.	Review September 2021	SENCO, Hub manager and SLT	Site manager, SLT and SENCO Headteacher	SLT and LGB Headteacher

Monitor access to ensure the diverse needs of all site users are met.	Look into the feasibility of extending the ACCESS provision – especially as Hub students may transfer back to mainstream provision at some point. To ensure our school environment is adapted or appropriate to meet the needs of pupils as required. These include ramps, elevators, corridor and walking spaces, disabled parking bays, disabled toilets and changing facilities Access to library shelves etc. heights Lighting		School Building capitation budget Multi academy Trust capital funding allocation Literacy budget allocation		
Increase community awareness and attitudes to people with disabilities	Continually review the PSHE curriculum and assembly programme to ensure they stay current and relevant. To ensure appropriate resources include examples of people with disabilities Consider how local disability groups might be involved in the assembly programme. Highlight achievements for students with disabilities via the school newsletter.	Review September 2021	PSHE co-ordinator time and costs of any new resources. CPD budget allocation Visits budget allocation Marketing budget allocation	PSHE co-ordinator and SLT	SLT and Governors
Improve the delivery of information to pupils with a disability: Information and Newsletters Make documentation and newsletters available in alternative formats.	Consider large print and audio formats as required and monitor their uptake. Ensure all information to parents is provided in simple, easy to understand language. Provide homework tasks in alternative formats as required. Ensure school signage is appropriate	Review September 2021	Capital Budget allocation Faculty Budget allocation	Staff and SLT Marketing team	Staff and SLT