

KIMICHI SCHOOL ACCESSIBILITY PLAN.

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Definition of special educational needs:

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

The SEN Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above 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.

Definition of special educational provision

Our special educational needs policy outlines the provision that our school has in place to support students with special educational needs and disabilities (SEND). Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and 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 the full provision that our school has in place to support students with SEND.

1. Curriculum

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Head teacher together with the SENCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- Providing an “About our Kids” precis for staff to access at any point on the Drive
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with individuals SEN that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- use of “safe space” in the den whenever needed - learning emotional regulation
- understanding of sensory issues and allowing a more appropriate uniform
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- listening to pupils’ views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future: (see Actions).

- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- provision of tactile and kinaesthetic materials

Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments
- Increase access to written materials by enlarging script where necessary

Methods of communication:

- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator if specifically requested and funded by parent/carer/council.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Kimichi offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p>	<ul style="list-style-type: none"> · Ensure support staff have specific training on disability issues · Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access · All school visits and trips need to be accessible to all pupils · Review PE curriculum to ensure PE is accessible to all pupils 	<p>Identify training needs at regular meetings information for disabled children to be shared with all support staff and all agencies involved with each child. Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Review PE curriculum to include disability sports</p>	<p>Head teacher /Deputy head teacher</p>	<p>July 2023</p> <p>Ongoing</p>	<p>Raised confidence of staff. All staff are aware of individual's needs. All pupils are able to access all school trips and take part in a range of activities</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ul style="list-style-type: none"> · Review curriculum areas and planning to include disability issues · Ensure disabled children can take part equally in lunchtime and after school activities 	<p>Include specific reference to disability equality in all curriculum reviews</p>		<p>July 2023</p>	<p>All pupils have access to PE and are able to excel. Gradual introduction of disability issues into all curriculum areas. Disabled children feel able to participate equally in out of school activities. Increased understanding of the opportunities available to the children</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> · Ramps · Corridor width · Disabled toilets and changing facilities · High visibility tape to highlight trip hazards 	<p>Specific children have specific equipment and setting arrangements, which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.</p>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p>
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	<p>Library inaccessible without ramp for wheelchair users as outside Steps currently have red and white tape to guide children</p> <p>Wheelchair users are unable to access the 1st floor</p>	<p>To purchase more folding ramps for ease of access To improve the visibility of red/white tape</p>	<p>Keep red/white tape replaced to help with visibility outside and inside. Seek advice on accessing first floor Seek advice about flashing alarms in all room on the premises</p>		<p>Ongoing</p> <p>Ongoing</p>	<p>Shelves at wheelchair-accessible height with wheelchair users being able to access a library with a group of their peers Red/white tape lines visible Wheelchair users should have access to the 1st floor with their peers</p>
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	Some provision is available to privately cater for the care needs of some of our pupils	<ul style="list-style-type: none"> To create a safe, private area where this can continue without impacting the use of the disabled toilets To make a disabled toilet available in another area of the school as wheelchair users move to different parts of the building 	Place a changing facility in the 'bubble' that be folded away when not in use A disabled toilet to be created in another set of toilets outside.	Head teacher/DHT	September 2024 September 2024	Care needs can be taken care of in a safe private room without impacting on the use of the disabled toilet All wheelchair users can access a disabled toilet in different parts of the school building
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources Dyslexia friendly resources BSL training	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs.		Inclusion teacher Lead SEN teacher Class teacher	September 2023	Classroom environment, school environment and resources to have are all labelled, also at wheelchair height, to aid accessibility

	<p>Most rooms have signs and classroom doors</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>To improve signage a round school including visual clues to aid visually impaired and EAL or those at wheelchair level</p> <p>Ensure the relevant support is in place to ease communication with pupils with disabilities e.g. a laptop, designated workstations, one to one support</p>	<p>Make sure all door signs to inform pupils, staff, visitors of the school</p> <p>Particular use for the room and for them to identify important rooms</p> <p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs</p>	All Staff	Ongoing	Disabled pupils are fully engaged with school activities.
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and the HT

Accessibility audit

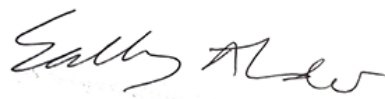
Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys School has areas leading to upstairs classrooms and annexe steps.	To enquire about options to get from from the ground floor to the 1st floor	HT	July 2023
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	On going
Parking bays	2 parking areas in the staff car park	To be kept free for disabled users	HT	Annual
Entrances	All doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	When doors are replaced, they will be accessible for all.	HT	Ongoing

Ramps	Ramps allow access into the reception area, and also from other points in the building	Purchase more ramps for ease of access	HT	July 2023
Toilets	One disabled toilet on ground floor	To be kept free for disabled users A smaller disabled toilet to be created in another set of toilets (hand rails, raised seat etc)	All school staff Site manager	On going
Outside	Grass/tarmac to the front; grass, sunken garden, small rocks by tree in back. Also pond. Steps up to the front entrance	Walkways through the back garden to be made and kept clear and wide enough for disabled access. Pond clearly marked. Gravel to be cleared from path by tree. Collapsible ramp kept in porch for use - regularly checked	HT/DHT HT/DHT	July 2023/ongoing July 2023 Ongoing
Reception area	Reception area is accessible for wheelchairs and wide enough for manoeuvre. Ramps to be available for access.	Reception area to be tidy and free from obstructions	All staff All school staff	Ongoing On going
Internal signage	Some signage in school	Ensure all door signs inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	All school staff	Sept 2023
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	HT/DHT	Ongoing

This policy agreed on (date) 22nd November

By (name) Kirstie Berry

(position) Chair of Governors - EGBM by Zoom



and S. Alexander (HT)

Review date 29th August 2024