



## Kingsdown School Disability Equality Scheme/ Accessibility Plan

### **3 - year period covered by the plan: 2013-2016**

#### **Introduction**

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 students with a disability, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of Kingsdown School to increase access to education for students with a disability in the three areas required by the planning duties in the DDA:

- increasing the extent to which students with a disability can participate in the school curriculum;
- improving the environment of the school to increase the extent to which students with a disability can take advantage of education and associated services;
- improving the delivery to students with a disability of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

#### **Definition of Disability**

Disability is defined by the DDA:

*"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"*

#### **The purpose and direction of the school's plan: vision and values**

Kingsdown is a fully inclusive school. Our aim is for all students to fulfil their potential irrespective of social background, culture, race, gender, differences in ability and disabilities. We have a responsibility to provide a broad and balanced curriculum for all students. Kingsdown's commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

We will:

- set suitable learning challenges
- aim to overcome potential barriers to learning and assessment for individuals and groups of students
- respond to students' diverse learning needs

Kingsdown School aims to identify and remove any barriers in any area of school life for all students.





### **Gathering Information**

The school currently holds limited information on the disability of children and adults in school. (Please see Appendix 1). We are committed to improving mechanisms for gathering and utilising information on disability in the school community in order to review the effect of our policies and practices on disabled adults and children. There will be a more specific focus on our scheme on gathering information to inform our actions around recruitment, development and retention of staff and on the educational achievements of disabled young people.

### **Views of those consulted during the development of the plan**

Kingsdown School is committed to promoting positive participation in the life of the school. We believe that students with a disability and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school – their participation in the development and implementation of this scheme is our priority.

This plan was developed in consultation with students with a disability, the school council, parents of students with a disability, disabled staff and members of the local community. We felt that they should be consulted about things that are going to affect them, and also that the provision would be more effective if it was informed by students', staff, parent's views. This consultation helped us to:

- identify the problems in access for students with a disability
- identify the most effective ways of removing barriers for students with a disability
- involve those who are most directly affected by the plan
- widen understanding and promote a solutions-based approach

### **The main priorities in the school's plan**

#### **Increasing the extent to which students with a disability can participate in the school curriculum**

During department curriculum planning time, schemes of work will be updated to link with the school's accessibility plan. The Inclusion action group will help guide and train staff, drawing on external partners when necessary.

The Strategic Improvement Plan (SIP) identifies the three core strands of increasing access over time.

As a school we intend to review:

- use of SENCO time
- responsibilities of subject leaders
- the way learning support staff are deployed
- student grouping and use of peer support

We need to ensure that all students can access extra-curricular activities/school trips and visits as well as the formal taught curriculum.





### **Improving the physical environment of the school to increase the extent to which students with a disability can take advantage of education and associated services:**

There is a 3 year rolling programme for the site and we will build into this improvements (Annexe 2) that we have identified with relation to the physical environment for students with a disability.

These changes will include:

- Improvements to lighting, signage, colour contrast, acoustics and floor coverings
- Improvements to toilets, washing and changing facilities
- Changes to the layout of the playground and other common areas
- The provision of ramps and lifts and improvements to doorways
- The provision of furniture and equipment required to improve access

We will fund these changes through a variety of different sources including:

- Devolved formula capital
- Capital Grant bids to EFA
- Delegated funding
- Access to work (staff)

### **Improving the delivery to students with a disability of information that is provided in writing for students who are not disabled:**

We aim to ensure that the information provided to all students is available in a form that meets the needs of the individual student. This may include providing it in:

- Braille
- Large print
- Simplified language
- On audio tape
- Video/DVD
- Computer software
- Through sign language
- Using a symbol system

### **Making it happen**

#### **Management, coordination and implementation**

The governing body of the school will review, monitor and evaluate the school accessibility plan annually. Stakeholders will be included in the evaluation process as they are with all Kingsdown policies. We will ensure that other relevant policies including the SDP, CPD, SEN, Asset management and H&S plan all reflect the same priorities and agreed actions. We will coordinate our plans with the LA Accessibility strategy, social services and health agencies.

We will ensure the plan follows the format of the SDP in that it:

- allocates lead responsibilities
- Includes time scales
- Identifies resources
- Has clear success criteria
- Shows how we will monitor and evaluate



### Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:


- On the school website
- In hard copy on request
- In large print if requested.
- In Braille if requested

Signed 

W Conaghan  
Headteacher

Date: 8/7/13

Signed 

 D Gray  
Chair of Governors

Date: 8/7/13