

Accessibility Policy

The Equality Act, 2010 defines disability as when a person has a “physical or mental impairment that has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities”.

Because of the nature of Kingsdown School most pupils have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

This policy concerns the pupils at Kingsdown School. We include adults with disabilities in Kingsdown School’s Equality Policy.

The Governing Body acknowledges its duties under the Disability Discrimination Act (1995) as amended by SENDA (2001) “not to discriminate against disabled pupils in their admissions and exclusions, education and associated services”.

Kingsdown will:

- Not treat disabled pupils less favourably; and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Kingsdown will publish an Accessibility Plan.

This policy covers the main three strands of the planning duty:

- Improving the physical environment
 - Participation in the school curriculum
 - Information to pupils with disabilities
1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services. There is a duty to improve the physical environment in order to better meet the needs of disabled pupils and to provide physical aids to support access to education.

Kingsdown has a number of specialist curriculum facilities designed to meet the needs of pupils with learning, physical and sensory difficulties. It is a safe and secure environment in which pupils can maximise their independence. Pupils are able to access all teaching environments and recreational areas.

A wide range of specialist equipment to support the needs of disabled pupils is routinely available in the school. This includes specialist switches, touch screens, augmentative communication aids, specialist seating, hoists and other personal care equipment. Specialist support is available for pupils with visual and auditory difficulties through the specialist teaching services. As part of setting the school budget, money is allocated for the purchase of specialist equipment to enable access to the curriculum. Wheelchairs and specialist equipment for home are provided through the NHS or Social Services.

2. Increase the extent to which disabled pupils can participate in the school’s curriculum. There is a duty to ensure that full access to a broad and balanced

curriculum is provided through teaching and learning strategies, school and classroom organisation, deployment and training of staff and timetabling.

Kingsdown School is organised to provide access to a broad, balanced and relevant curriculum to all its pupils. This is achieved through adapted EYFS and National Curriculum, specialist teaching and learning methodologies, a commitment to professional development for staff at all levels and careful deployment of staff to meet the individual needs of all pupils. Some pupils may follow an individual adapted timetable but care is taken to ensure that this is a response to individual needs.

3. Improving the delivery of information to pupils with disabilities.

Kingsdown operates within a total communication context. Every effort is made through the use of signs and symbols to ensure that all pupils understand what is required of them and can understand the curriculum as it is presented.

All classes use symbol timetables as a matter of course and may present worksheets and other materials using symbols. Full use is made of augmentative communication strategies as appropriate to individual pupils. The Picture Exchange Communication System (PECS), Tobii, Proloquo2Go, MyChoice Pad and Boardmaker are used with a range of pupils.

The school recognises that monitoring is essential to ensure that no pupils are being disadvantaged. As part of its School Development Planning processes information is collected and analysed in relation to:

- Admissions
- Attainment
- Attendance
- Exclusions

The school also monitors information about selection and recruitment of staff and Governing Body representation.

Written by: Louise Robinson - October 2017

Approved by: Chair of Governors - October 2017