

McKee College House

School Accessibility Plan

July 2020

(To be reviewed in 2 years or when any changes to school premises are made)

Overview

Schools should already provide for the additional needs of disabled pupils who have Special Educational Needs. From September 2002 the Disability Discrimination Act outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils.

The school is required to plan for

- Increasing access to the physical environment
- Increasing access to the curriculum
- Improving delivery of written information to disabled pupils

In preparing the Accessibility Plan, the school carried out an audit based on the LCC Schools Access Audit (Physical Environment) and the DfES document Accessible Schools: Summary Guidance.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The McKee recognises its duty under the DDA (as amended by the SENDA):
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled pupils less favourably.
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an Accessibility Plan.

- In performing their duties Management Committee and staff will have regard to the DRC Code of Practice (2002)
- The McKee recognises and values parents' knowledge of their child's disability and its effect on his/hers abilities to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The McKee provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum, setting suitable learning challenges, responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

School Action

a) Curriculum & related activities

The McKee will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The McKee will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The McKee will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Local Offer

The McKee will ensure its "Local Offer" is an accurate and up to date reflection of what we can offer and publish this offer on our web site for existing and new parents to evaluate and consider when deciding if our school can meet the needs of their child.

Limitations of the site

The McKee College House site is situated in a converted Victorian mansion house over 3 buildings. Every effort is made to support access to each part of the building where physically possible but this is not always possible.

PRIORITIES / TARGETS - Ensure ease of access for all users into and around the school buildings.

TASK	PERSON(S) RESPONSIBLE	RESOURCES / TRAINING	COMPLETION DATE	SUCCESS CRITERIA / PERFORMANCE INDICATORS	OUTCOMES / COMMENTS
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Audit of access to and circulation within building, classrooms and corridors. Movement between levels assessed	HT	Ref: Access Audit and Health and Safety Audit and Action Plan	02-11-09	Establish inventory by inspection for all areas.	Areas for action grouped and prioritised.
Accessible disabled toilet	HT		01/09/2011	Full access to disabled toilet	Toilet now available
Appropriate light switches and power outlets in disabled toilet in place. Students to be accompanied at all times when accessing disabled toilet	HT	Ref: Access Audit and Health and Safety Audit and Action Plan	02-11-09	Full access to disabled toilet	
Directional signs, external and internal to be in place as required	Bursar	Ref: Access Audit and Health and Safety Audit and Action Plan	01/11/2012	Directional signs to be displayed as required	Signage completed and in place
To improve building management procedures to improve access.	HT	Ongoing monitoring	Ongoing	Ensure that junctions between different flooring materials do not become worn and present tripping hazard	• Physical accessibility of the school increased.
Incorporation of appropriate colour schemes when refurbishing and redecorating to benefit children and young people with potential visual impairments.	HT	Ongoing		Reports from Property Consultant.	• Improved access to the curriculum for children and young people with visual impairments.

PRIORITIES / TARGETS - Improving the Curriculum Access

TASK	PERSON(S) RESPONSIBLE	RESOURCES / TRAINING	COMPLETION DATE	SUCCESS CRITERIA / PERFORMANCE INDICATORS	OUTCOMES / COMMENTS
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All out-of-school activities are planned to ensure the participation of the whole range of pupils	HT, CTs, EVC Co	EVC	Ongoing monitoring	Review all out-of-school provision to ensure compliance with task	All out-of-school activities will be conducted inclusively
Classrooms are optimally organised to promote the participation and independence of all pupils	HT, CTs	Audit	Ongoing	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Increase in access to the Curriculum
To ensure that all students have access to educational visits	HT, CTs, EVC	EVC Training	Ongoing	Trip leader to research and ensure that all aspects of visit – travel/accommod/activities/venue – accessible or suitable for modification Suitable risk assessments for all aspects of visit completed by EVC	All students participating fully in educational visits
Overcoming potential barriers to learning and assessment for individuals and groups of pupils in regard to pupils' behaviour and the impact on learning.	HT/DHT	Full Staff Training/ continued behaviour management techniques	Termly	<ul style="list-style-type: none"> • Training for staff re: Behaviour Management • Training for welfare staff • Audit and Action Plan to develop, playground environment • Develop/review system for monitoring behaviour. Review Behaviour Policy. 	<p>Staff enable pupils to manage their own behaviour.</p> <ul style="list-style-type: none"> • Pupils actively involved in learning. • Policy and systems updated and in evidence
Teachers planning includes as a matter of course opportunities for all pupils to take part and achieve	HT/EVC	Monitoring			
Keyworker files continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils	HT/ SENCO in conjunction with KW/CT		Termly Already in place, KW tracking and monitoring	<p>All planning will continue to meet the need of every individual child</p> <p>All pupils will have access to the appropriate targeted intervention to meet their needs and this will be carefully monitored and tracked</p>	<p>Already in place but ongoing monitoring to take place on a termly basis</p> <p>Already in place, KW to continue to monitor</p>

PRIORITIES / TARGETS -
Improving the Delivery of Written Information

TASK	PERSON(S) RESPONSIBLE	RESOURCES / TRAINING	COMPLETION DATE	SUCCESS CRITERIA / PERFORMANCE INDICATORS	OUTCOMES / COMMENTS
Availability of written material in alternative formats	HT		Ongoing	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes
Make available school brochures, school newsletters and other information for parents in alternative formats. Use of parental Questionnaire	HT	LA Services/Website Reports/team report writing	Termly. Reports/school booklet, HT letter	Review all current school publications and promote the availability in different formats for those that require it	Delivery of school information to parents and the local community improved