



**Kents Hill Park School
Disability Access Plan**



ADOPTION AND AMENDMENTS TO DISABILITY ACCESS PLAN

Written June 2018

Section	Governors' Meeting or Committee	Page and Year of Minute
Whole Document	KET Board July 2018	July 2018
	Next review: 2018/2019	



Disability Access Plan

1 Introduction

1.1

Kents Hill Park School is an Academy. The community includes all students, all members of staff, parents/guardians and volunteers. Kents Hill Park School is committed to equality of opportunity for all current and prospective members of its community. Kents Hill Park School welcomes applications from prospective students with or without additional needs, including those with Statements of Educational Needs.

Before offering a place, Kents Hill Park School must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of his / her potential and in line with the standards achieved by the student's peers. Kents Hill Park School operates an inclusion policy which it believes enriches Academy life, but the prospective student should be able to access the mainstream curriculum at an age appropriate level. Kents Hill Park School will make reasonable adjustments to cater for the needs of applicants while giving equal importance to ensuring that no other student's education is impaired.

This is Kents Hill Park School's Disability Access Plan which has three inter-linked elements.

1. Improvements in access to the curriculum by:
 - Providing for all students a curriculum which is appropriate to their needs
 - Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it
2. Physical improvements to increase access to education and associated services by:
 - Ensuring that all Kents Hill Park School buildings and grounds are fully accessible to students with mobility, sensory and other impairments
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in Kents Hill Park School can be fully accessed by all students
3. Improvements in the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents / carers, information about Kents Hill Park School and its curriculum in a format that takes account of any disabilities

1.2

Kents Hill Park School seeks to achieve a successful fit between Kents Hill Park School and its students through its Admissions' Policy.

1.3

Before accepting a student onto roll, Kents Hill Park School wants to be confident that it can support the prospective student and his or her peers in achieving their potential. We are honest with parents about Kents Hill Park School; we ask parents to be honest with us and to be open about any issue relating to their children. We look for children who will thrive at Kents Hill Park School and who will contribute to Kents Hill Park School community, regardless of any perceived or actual difficulty.

1.4

Kents Hill Park School's policy is to apply the Admissions' Policy to all students, regardless of any disability of which Kents Hill Park School is aware, having made reasonable adjustments to accommodate students, parents and visitors with disabilities.



1.5

In determining what is reasonable Kents Hill Park School will have regard to:

- Whether the step would overcome the substantial disadvantage
- The practicality of the adjustment
- Financial implications
- Extent to which the support would be provided under Part 4 of the Education Act 1966
- The resources of Kents Hill Park School and availability of financial or other assistance
- The effect of the disability on the pupil
- Health and safety requirements
- Need to maintain academic, musical, sporting and other standards
- The interests of other pupils and those who may be admitted to Kents Hill Park School as pupils

1.6

Early notification is of great value, as it will enable Kents Hill Park School to liaise with parents, existing Schools, or other relevant sources to establish what reasonable adjustments may be made at Kents Hill Park School to support any member of Kents Hill Park School community. Parents or guardians of children with disabilities or additional needs are expected to notify Kents Hill Park School of them at the point of registration. If these are not known at the time, Kents Hill Park School should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to provide further and more specific details of any additional needs of their child, and to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs (if applicable).

1.7

Kents Hill Park School values all members of its community; all students, including those with additional needs, play a full part in its activities, participating in sports, plays, music, camps and trips. Adaptations for a student's participation in these activities are provided for through his or her individual Care Plan (CP) in Kents Hill Park School.

1.8

As part of the Admissions' Process, staff will meet with parents to discuss whether or not a prospective student will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, Kents Hill Park School may advise additional assessments for further clarification. If after consultation, Kents Hill Park School decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and / or its legal duties to the parent(s), Kents Hill Park School will be unable to offer a place.

1.9

If Kents Hill Park School, following discussions, is satisfied that with reasonable adjustments (and / or additional support provided from outside Kents Hill Park School's resources) the prospective student can participate in Kents Hill Park School, then, subject to availability, a place will be offered.

1.10

Most students will stay at Kents Hill Park School for many years. It is possible that during their education a student may become disabled or his or her additional needs may first be identified, or



become more serious. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the student's participation in Academy.

1.11

If a condition develops during the members of the community's career, discussion will be initiated to consider the best means to offer support.

1.12

Lifts, ramps and accessible WCs have been included in the constructions and future developments will take account of access for the physically impaired.

1.13

During the life of this current Disability Access Plan, Kents Hill Park School will continue to improve access to its buildings where necessary. In the shorter term, depending on the age of the student Kents Hill Park School will seek to make adjustments to the timetable in such a way that, with additional support, physically disabled students will be able to access the curriculum.

1.14

Kents Hill Park School will have Disability Access Co-ordinators. A record log of their meetings will be maintained. The Co-ordinators consult with the Headteacher and staff, the CEO/CFO and others as appropriate. The Co-ordinators report directly to the School Senior Leadership Team. In addition, the Co-ordinators seek advice and input from Kents Hill Park medical staff and those professional advisors deemed appropriate. The Co-ordinators' responsibilities are:

1. To review annually Kents Hill Park School's policies, procedures and facilities to maximise accessibility to Kents Hill Park School by those with additional needs
2. To make recommendations to improve accessibility through amendments to the Disability Access Plan

2 Admissions

2.1

Kents Hill Park School's Admissions' and Entry Procedures are detailed in the Admissions' Policy and Entry Procedure and these are kept under regular review.

2.2

In deciding whether to offer a place, Kents Hill Park School will be mindful of its responsibilities in meeting the needs of its existing students. We are committed to supporting all aspects of Academy life. Kents Hill Park School acknowledges that it may not be able with reasonable adjustments to provide the level of intensive support required by some children.

2.3

At Kents Hill Park School, we are particularly mindful of the importance of home Academy links. The SEN Code of Practice highlights the relationship between parents of children with Special Educational Needs and Kents Hill Park School and its crucial bearing on the child's educational progress and the effectiveness of any Academy-based action."

3 Adjustments to Kents Hill Park School Buildings and Grounds

3.1

Kents Hill Park School will plan alterations and adjustments to the premises with regard to this policy.



4 Access to Education, Sport, Recreational Activities, Trips and Camps

4.1

Individual programmes of support need to be prepared for them and reviewed on a regular basis. Kents Hill Park School will continue to collate up to date information on disability.

4.2

Kents Hill Park School will make any reasonable adjustments to lesson and room timetables to ensure all students can access the full curriculum.

4.3 *General Inclusion*

The requirements of any student with additional needs admitted to Kents Hill Park School will be discussed and plans for the individual will be made. With differentiation in mind, any particular needs will be discussed and consideration given to ensuring the success of the student and the rest of the class.

4.4 *Staff Training*

It is stipulated in the SEN Code of Practice, "All teachers are teachers of children with special educational needs. Fifteen percent of children are deemed likely to have a special educational need at some point in their Academy career". All teaching staff are expected to have the skills required to teach students with additional educational needs and this is supported by a programme of Inset training on learning, medical needs and effective social support strategies. Consideration will be given to suitable training for non-specialist teachers and support staff.

4.5 *Physical Access and Access to Activities Requiring Manual Dexterity*

4.51

When booking an off-site facility Kents Hill Park School will check the accessibility for all members of Kents Hill Park School community. Risk assessments for trips and camps are prepared on a regular basis and take account of the particular needs of disabled students.

4.52

Kents Hill Park School will take note of all reasonable requests concerning the needs of participants with disabilities when Academy facilities are booked by external groups.

4.53

Kents Hill Park School has reviewed escape procedures, door opening and closing mechanisms and highlighted other adaptations to accommodate the needs of disabled people.

4.54

There are disabled car parking spaces all marked clearly close to Reception at both sites.

4.55

All members of Kents Hill Park School Community with disabilities are supported to participate as fully as they can in all Academy activities.

4.6 *Outside Service Providers*

When educational sessions are run by outside parties, they will be made aware of additional needs.

4.7 *Trips and Camps*

The needs of all students are considered carefully when deciding on camp locations, transport arrangements and whether extra support staff are required. This is part of the risk assessment process and it is carried out in full consultation with parents.



5 Diet and Medication

5.1

Within the limits of our catering facilities, a number of options are available and it is possible to accommodate the needs of many on special diets. Where this is not possible, students may bring in a packed lunch which may be eaten in designated eating areas with other students.

5.2

Kents Hill Park School employs staff who will give medication to students in accordance with written guidance from parents, guardians or medical personnel. Medication can be refrigerated and stored securely. If anyone feels unwell, he or she can visit the medical centre and seek assistance. Information on any medical condition should be provided to Kents Hill Park School in writing as soon as it is diagnosed so staff can be briefed on any emergency procedures to be followed.

6 Welfare

6.1

Kingsbridge Educational Trust and its antecedent schools have a long tradition of inclusion. Our ethos is of accepting and valuing differences. Our policies support this approach and are in the parent / Academy contract and our systems of counselling and pastoral care. Disability is specified within Kents Hill Park School anti-bullying policy.

6.2

If parents believe that their child has been unfairly treated due to a disability by Kents Hill Park School they may utilise the published complaints procedure.

7 Awareness of Disabled Access Policy

7.1

Copies of this policy are made available to all teaching staff and those involved in the Admissions' Process. Parents/carers of students will be advised of this policy via Kents Hill Park School's website and Kents Hill Park School supplies copies of this policy to all who request it.

7.2

The Disability Access Co-ordinators meet at least once a term to monitor implementation of this plan and to revise it annually.

7.3

Those with special needs will be part of the community at Kents Hill Park School for many years; this plan is a mechanism to improve inclusion. Kents Hill Park School is not complacent and is actively working to ensure and improve its accessibility to disabled students, parents, staff and the public.

7.4

Kents Hill Park School is always prepared to consider any new issues related to existing or potential members of Kents Hill Park School community.

8 Kents Hill Park School endeavours to:

- Improve communication with disabled members of Kents Hill Park School community / users
- Liaise with Academic Support specialist staff about the best way to make information available to users
- Increase levels of awareness amongst staff responsible for information relating to students / staff and their less able-bodied conditions

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- Ensure the Evacuation Procedure reflects and accommodates the needs of all staff and students
- Improve access by measures as outlined in the separate Strategic Plan.



Improved Awareness of Equality and Inclusion

Target	Strategy	Outcome	Timeframe
Our adherence to the Equality Duty to be reported annually to LGB	Clerk to the Governors to include 'equality report' as an annual agenda item.	Adherence to legislation	Ongoing
SEND Code of Practice	Staff Inset, focus on SEND during learning walks and lesson observations.	Staff to be fully aware of the needs of students and to be adapting, differentiating lessons to these needs.	Ongoing
A student and staff 'Equality Support Group' to be set up	To highlight and provide support/guidance on equality and inclusion issues in school for staff and students	Regular meetings to evaluate equality and inclusion. Appropriate signposting for support or external agencies to be provided.	To be in place for December 2018
Whole staff, Governors and Key pastoral staff to be trained in mental health awareness and support strategies	Whole staff training to be delivered annually. At least one Governor and two members of the main pastoral/SEN team will attend training on mental health issues for young people. This information should then be disseminated to the Local Governing Body and the rest of the pastoral team to improve support in school and signposting.	Improved knowledge and awareness with staff of mental health issues and strategies to support young people.	Ongoing



Improve access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.

Target	Strategy	Outcome	Timeframe
<p>Continue to ensure that students and staff are not disadvantaged by being unable to access parts of the site.</p> <p>Ensure that students have the appropriate resources in order to fully access the curriculum.</p>	<p>Specialist teaching rooms and key admin staff 'preserved' in accessible locations in any future reorganisation.</p> <p>Fixed paragraph in communication home regarding parental information evenings / open days about alerting us to any access requirements so that these can be accommodated.</p> <p>An accessibility audit is carried out regularly by SLT and members of the school community.</p>	<p>Ensuring all able to access full curriculum and parents fully able to engage with school.</p>	<p>Ongoing.</p>

Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life

Target	Strategy	Outcome	Timeframe
<p>Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the new SEND code of practice.</p>	<p>Support through staff INSET, lesson observation and performance management cycle.</p> <p>Use of flexible groupings in class, 'buddying' or 'mentoring' arrangements.</p>	<p>Work differentiated according to student need.</p> <p>Greater involvement of disabled students in the 'full life' of the school (e.g clubs, sporting events, visits)</p>	<p>Ongoing.</p>
<p>Ongoing scrutiny of performance of groups of students (including those with SEND) to ensure the curriculum is enabling them to make the same</p>	<p>Focussed learning walks on SEND students.</p> <p>Book scrutiny of SEND students across school.</p> <p>Lesson observations focussed on SEND students.</p>	<p>All groups of students make similar progress.</p> <p>Greater satisfaction for the disabled students and parents.</p>	<p>Ongoing.</p>



progress as students without SEND.	Use of expertise from outside agencies.		
Continue to apply for access arrangements for external exams as appropriate.	SENCo / Learning Advice Manager/ Exams Manager will ensure that appropriate access arrangements are provided for students in lessons and applied for in internal exams.	All students will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing.

Improve the delivery of written information to students, staff, parents and visitors with disabilities.

Target	Strategy	Outcome	Timeframe
All teachers to use appropriate materials in lessons which enable those with disabilities to fully access the curriculum e.g. enlarged texts, alpha smarts, laptops which can be used in lessons.	Staff training in improving accessibility of learning materials.	Barriers to learning associated with the delivery of written information are removed. Some students using ICT to record notes.	Ongoing
The school website will be checked and updated termly to include the most relevant support strategies and external agencies to signpost parents/carers/staff or students to.	Add detail of provisions and signposting for disability and equality issues in both school and the community.	Improved communication and understanding of the school's provisions as well as support for students/parents/carers/staff outside of school with disability concerns. Greater community cohesion with local and national support groups signposted.	Ongoing