

Kesgrave High School Accessibility Plan – 2022

Purpose:

Kesgrave High School recognises that many of our students, staff and visitors have individual needs when using the school site and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific challenges related to accessing education and the environment. As part of our on-going commitment to the delivery of an inclusive education we will endeavour to ensure that disabled students receive the same standards of education as their non-disabled peers.

The SEN and Disability Act 2001 extended the Disability discrimination Act to cover education. The governing body, therefore, has three key duties towards disabled students, under Part 4 of the Act.

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils;
- Continue to increase access to educational opportunities for disabled pupils.

Kesgrave High School will therefore:

- Inform all staff that our duty is to ensure the inclusion of disabled students. This information will include the legal obligations of staff and the school.
- Provide appropriate disability awareness training opportunities for staff, which explain the implications and obligations of inclusion for all staff.
- Promote the adoption of disability awareness and inclusion by our external agencies and partners, where appropriate

Aim:

Kesgrave High School strives to ensure that all have the opportunity to achieve of their best and to develop themselves academically, socially and personally. In order to fulfil this aim we look at two specific areas; how we can increase the extent to which SEND students can participate in the school curriculum, and how we can improve the physical environment of the school to increase the extent to which SEND students can take advantage of their education.

Kesgrave High School values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.

TARGET	TASK	TIMESCALE	RESOURCES	RESPONSIBILITY	MONITORING
1. Access to Curriculum a) Develop literacy and Numeracy Interventions to facilitate students being able to access the curriculum and become independent learners (C/R Equalities Action Plan)	To continue to develop and execute effective literacy and numeracy whole school and intervention programmes and/or alternative curriculum arrangements for individuals and groups to raise functional skills To develop strategies to transfer the functional skills learnt to those needed to achieve in assessments at KS3 and GCSE examinations, most particularly in Maths and English Language, where appropriate	Ongoing	Timetabled sessions during am reg/PSHEE/some Curriculum time Use range of software available. Target relevant catch up funding accordingly.	SENCo/Heads of English and Math	SEND Team/AHT RC and KA
	To implement and utilise Star Testing and Accelerated Reader: systems and data for specific sub-groups and identified students	Ongoing	Specific interventions timetabled to promote engagement and progress.	Assistant Head:key groups and SENCO	SLT
	Ensure layers of support, guidance and provision is made to facilitate students POST 16 Opportunities to achieve Grade 4+ in English and Mathematics	Ongoing	Curriculum time	Head of Sixth	S Wheatley

<p>b) Create effective learning environments for all students</p> <p>(C/R SEN Information Report)</p>	<p>Reinforce responsibilities of all teachers with regards to planning, differentiation and quality first teaching to ensure progress for all students Following introduction of Sept 2020 Assessment Grades W1 – 9 to better identify student progress and hence early intervention, ensure review of these with students of all abilities.</p>	Ongoing	All staff	Middle Leaders; All Staff	SLT
	<p>Ensure staff have information about students with SEND; skill set; additional needs; relevant protected characteristics under the Equalities Policy to facilitate differentiation and make adjustments to teaching style/resources</p>	Ongoing	Use of Provision Map/Edukey KHS CPD Programme	Middle Leaders; All Staff	AHT RC and KA LM and LS
	<p>Monitor progress of our most vulnerable students to evaluate effectiveness</p>	Ongoing and at key data collection points	Data Provision Map/Edukey	Curriculum and Pastoral Leaders including Disadvantage Team	AHT RC and KA LM and LS
	<p>Responding to the needs of individual students on entry in Yr7. Close monitoring of those with more specific learning needs: via Transition Planning, Nurture Group, KHS Induction Programme, small group teaching, Learning Support, Homework Club, Morning and lunchtime interventions and use of Peer Mentors and Prefects.</p>	Ongoing	With the school day; allocation of relevant trained and paid staff	SENDCo; HoY 7; SSO	AHT RC and KA LM and LS
	<p>Mentoring system for students on the SEND register. Staffed by TAs and GIs to allow for 1:1 time. To also talk through Pupil Passports and Learning Plans to increase student ownership.</p>	Ongoing	Time for TAs and GI's and use of Provision Map	SENDCo Team	AHT RC and KA LM and LS

<p>c) To focus on the best ways to support student well-being to ensure they develop the social and emotional skills needed to be part of the school community</p> <p>(C/R Equalities Action Plan and SEN Information Report)</p>	<p>To identify, assess and implement access arrangements for KS4 and KS5 students where relevant to ensure equal opportunities and fair access to public examinations and in-house.</p>				
	<p>To identify students in school with physical and mental health issues</p> <p>To implement strategies within school to support individual students and ensure they have access to the whole curriculum and all aspects of school life eg through mentoring; physical/ practical support; support with social skills; alternative or flexible timetabling</p>	Ongoing	KHS 6 Strands to Wellbeing, form time	All Staff	AHT, HOY, SSO and Middle Leaders
	<p>Bespoke early intervention e.g Form Tutor, SSO, HOY and external agencies including School Nurse; PMHW; Wellbeing Hub; 1:1 tuition in home and online learning ATS</p>			Pastoral Team, AHT, LB	
	<p>To track and monitor student attainment academically and socially</p>	At all key data drops		HOY/SSO	MS
	<p>To build on student's self-esteem universally through the use of Form Time, PSHEE, Enrichment, assemblies that promote the KHS 6 Strands to Well-being</p>	Ongoing			
	<p>Following Spring 2021 launch of model of wellbeing to continue to embed awareness and language when talking about wellbeing. Relevant additional training to follow where appropriate</p>	Ongoing	Implementation into PSHE	LDW, SW, SSO	SLT

	<p>and integration into PSHE and other aspects of well-being delivery.</p> <p>Delivery of ELSA sessions (staff trained) to small groups of students who struggle with social interactions and development.</p> <p>Mental Health lead training (funded by DfE) undertaken by a member of staff and knowledge used to inform school practice.</p> <p>Mental health first aid training to be completed by all pastoral team.</p> <p>Student ambassador MHFA training to be undertaken.</p>	<p>Ongoing</p> <p>Started July 2021</p> <p>June 2022</p>	<p>LS staff trained</p> <p>TR to undertake training</p> <p>Time for release</p>	<p>RC</p> <p>TR, SSo, LW, RC</p> <p>All pastoral team</p>	<p>RC</p> <p>TR, RC, LW</p> <p>LW, SLT</p>
<p>2. Access to wider curriculum</p> <p>Ensure quality of outcome for all students in accessing the wider curriculum</p>	<p>Ensure school activities eg sporting, house events, Activities Week, Work Experience and trips are accessible to all students. (C/R Supporting students with Medical Conditions in School Policy)</p> <p>Use of Pupil Premium to support students needing financial support re Music lessons and activities inside and outside of school</p> <p>CiC to access their full funding allocation through provision of a variety of resources</p> <p>Raise awareness of activities that are available for those with disabilities</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>PE Department Diversity Week</p>	<p>Releasing TAs to support where needed</p> <p>Use of budget – part PP; part Pastoral Fund</p>	<p>All Staff</p> <p>KA</p> <p>RC</p> <p>PE Staff</p>	<p>SLT/Governors</p>

<p>3. Premises</p> <p>Review site accessibility to meet diverse needs of pupils, staff, parents and community users.</p>	<p>All site accessibility will be assessed annually on the basis of need of intake and progression of pupils needs through the school.</p> <p>Follow advice from external agencies such as Physiotherapists, Occupational Therapists and ICT outreach support for named students</p> <p>Continue to review the accessibility of site during events and Parent's Evenings (the later to continue online for parental and staff accessibility).</p> <p>Any new build to have accessible facilities, for entry for students and external lettings eg toilet facilities and changing facilities for those with disability; gender fluid/transitioning students</p> <p>Sensory garden to be fully accessible in the Spring 2022. Use by students for recreation and therapy.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENDCo and External Agencies</p> <p>AC, SEND Team and students</p>	<p>AC, RC, Custodians, Site Management Team</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SEND Team</p>
<p>4. Attitudes</p> <p>To promote positive attitudes to disability – both physical and mental health</p>	<p>Continual review of the SMSC and PSHEE Curriculum</p> <p>Annual Diversity Week – Disability is a theme within this week</p> <p>Use of Assembly time and Newsletters to promote achievement of all students, including those with disabilities</p>	<p>Ongoing</p>	<p>Department and meeting time</p> <p>Images used in resources to portray a wide range of diverse groups</p>	<p>LDW, PSHEE Co-ord, HOY and SSO</p>	<p>AHT LDW, SW</p>

<p>5. Communication Home</p> <p>Newsletters and information</p> <p>Availability of documents in alternative formats</p>	<p>Review the revision booklets sent home to support students before examination for readability and appropriateness for SEN students; supplement with SEND Coffee Mornings and SEND Newsletter led by SEND Team.</p> <p>Development of examination window in Year 7-9 – building student experience of more synoptic assessment and giving opportunities for in-class assessment support, in rehearsal for more formal access arrangement support in Year 10.</p> <p>Support with form filling as needed for parents/carers with literacy difficulties and language barriers</p> <p>Open communication with parents/carers so allowing face to face appointments as well as email/letter based communication and online parents’ evenings and other key events</p> <p>Access arrangements information sharing.</p> <p>Meet the Form Tutor, Online Safety, Firefly, Homework, Huddl offering workshops to support emotional and mental wellbeing as well as learning strategies</p>	<p>Annual</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annual</p>	<p>Staff deployed where relevant. Communication home via PMX</p> <p>Admin HUB/SSO</p> <p>All staff</p> <p>SEND Team and LB</p> <p>Key staff</p>	<p>LB</p>	<p>SEND Team</p> <p>LDW, HOY and SSO</p>