

School Accessibility Plan

Introduction

Thomas Keble School has welcomed and invited the process of inclusion of pupils and staff, who are “disabled”. We believe our Accessibility Plan, provided in conjunction with our Equalities Statement and Action Plan, is compliant with the legislation and guidance in Schedule 10, relating to Disability under the Equality Act 2010. The Trust Board is ultimately responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Legal Requirements

Every school has a duty to prepare an Accessibility Plan. These plans:

- Must be in writing
- Must be reviewed and revised as necessary
- Must be published by the Trust Board
- Must be available for inspection by OFSTED
- Should cover the whole life of the school and all of its policies, procedures and activities.

This plan sets out the proposals of the Trust Board of the school to increase access to education for disabled pupils in the three areas required

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school takes these duties seriously. As a medical access school, our site facilitates full access on a physical level and we have worked hard to ensure this access is reflected across all subject areas and extra-curricular opportunities. We have pioneered aspects of an alternative curriculum to meet pupils’ needs. However, the plans have been drawn up to address ongoing issues and in order to anticipate future need. The school recognises the need for thorough consultation and therefore the plan will be reviewed annually with staff, pupils, parents, outside agencies and others invited to contribute. The success of the plan is dependent on the active participation of all concerned.

In addition to the specific planned objectives stated here the school has an ongoing need to embrace staff training to meet pupils’ needs and to equip staff to promote the most inclusive environment possible so that all children achieve their best.

Thomas Keble School
School Accessibility Plan
2020 - 2022

Key Aim: Increase Participation in the School Curriculum

Objective	Strategies	Immediate Responsibility	By When	Success Criteria
Update School Audit of potential limitations	Consult all parents of new students. Collate records (S.E.N; medical, student) etc.	Headteacher / Assistant Head / SENDCo	Annually, following induction of Y7 students in September.	Accurate register of need created. Medical care plans updated for all students. Needs clearly logged.
Review “extended curriculum” & “Extra-curricular provision”.	Review existing curriculum provision & need for additional programmes.	Headteacher/ Deputy Headteacher / SENDCo	Annually in readiness for February KS4 options process.	HT / CPa to review curriculum provision for all needs by February of each academic year. This will reflect the needs of physically disabled students entering KS4 and consider the curriculum needs of those with profound cognitive needs. For example, accessible vocational programmes for Music will be fully embedded from Sept 2020 to facilitate access to Level 2 Music for students with profound SEND.
Increase flexibility of format to meet need	Passport success outcomes used by classroom staff to meet individual need (informed by (1) above).	SENDCo / All teaching staff / Learning Support Workers	Ongoing	Disabled students able to access curriculum more effectively, as indicated by EHCP reviews/pupil consultation.
Extend “Good Practice”	S.O.W review to embrace effective flexible learning strategies in context of changes to KS4 specifications. Mixed ability to be extended to enable access to as much of mainstream curriculum offer as possible for students with profound and complex SEND.	Heads of Department / SENCO and timetable.	Ongoing	All Schemes of Work embrace accessibility and reflect opportunity. Sharing Good Practice weeks and student pursuit information collated in order to act as a conduit for sharing good practice.

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Key Aim: Improving the School Environment

Objective	Strategies	Immediate Responsibility	By When	Success Criteria
Improve safety for users with hearing impairment	Audible alarms supplemented by visual alarms.	Business Manager	July 2019	Ongoing – not yet completed

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Key Aim: Improving the Delivery of Information

Objective	Strategies	Immediate Responsibility	By When	Success Criteria
Adopt effective signage	In line with student/parent consultation and L.A. guidance.	Business Manager	July 2019	Signage amended throughout site. Braille signage installed when replacement signs are used. New high visibility signs at back of school to aid direction.



Signature Sheet

Policy Name: ...School Accessibility & Plan.....

Date adopted:Spring 2020.....

Review date:Spring 2023.....

A handwritten signature in black ink, appearing to read "Alex Norman", is positioned above the signature line.

Signed by: Mr Alex Norman (Chair of Trustees)