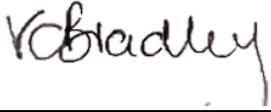




Kingsthorpe
College

ACCESS PLAN

Date of Adoption: May 2019
Frequency of Review: Every three years
Review Date: October 2022
Review Date Due: October 2025

Signed: 	Signed: 
Vanessa Bradley Chair of Governors	Jennie Giovanelli Headteacher

Background

Kingsthorpe College is an inclusive establishment. It operates an equal opportunity policy for the education of students with a wide range of disabilities as defined in the Disability Act (2014); *a person has a disability if he /she has a physical or mental impairment which has a substantial and long term (>12 months) adverse effect on their ability to carry out normal day-day activities.* The College ensures that all students with a range of disabilities experience inclusion so as to eliminate discrimination and harassment. We ensure this through the management of our buildings and curriculum and make certain that there is due regard to the need to constantly:

- promote positive attitudes
- encourage participation by disabled persons in public life
- promote equality of opportunity
- eliminate disability related harassment
- eliminate unlawful discrimination
- use more favourable treatment, if necessary

It is the responsibility of the Governing Body and Principal to produce the Access Plan. Details and progress against the Access Plan are shared with governors and parents. The Access Plan will also be inspected and reported on as part of the OFSTED Inspection Framework for schools.

Key Aspects

- 1) Responsible bodies:
 - must not treat disabled students less favourably than able bodied students
 - must make reasonable adjustments
- 2) Definition of disability – a physical or mental impairment with an adverse effect on the student's ability to carry out normal day-to-day activities. Effect must be substantial and long term.
- 3) Planning Process:
 - Access audit and review of current activities
 - Identify priorities
 - Set targets
 - Consultation
 - Publication
 - Implementation
 - Evaluation

Access Plan

In drawing up this Access Plan the following stakeholders were consulted:

- Full Governing Body and SEND link governor
- Staff, Learning Support Co-ordinators, Senior Leadership Team
- Local Authority

Increasing the extent to which disabled students can participate fully in the College curriculum

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Raised awareness for the whole staff of the curriculum needs of students with: <ul style="list-style-type: none"> • Language and communication difficulties • Learning difficulties • Physical disabilities • Visual impairment • Hearing impairment 	Programme of INSET at whole staff meetings	Overview of the needs of particular groups of students for all staff	On-going	Increased access for all groups
Medium Term	Clarification of support role of staff in meeting the needs of students with speech and language difficulties	Work with SEND Service to agree role of College staff in supporting individual students	Appropriate support for students with speech and language difficulties from College resources	On-going	Increased access to the curriculum through specialised support for students with speech and language difficulties
	Train personnel in moving and handling techniques	Identify staff to be trained. Training provided by SEND Service	Appropriately trained staff to move and handle students with physical disabilities	On-going	
Long Term	Training for staff in one of the following low incidence needs: <ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Sensory impairment • Speech / Language difficulties 	Application for an accepted training course	Staff with specialist training/ qualifications	On-going	Quality specialist support within College Increased curriculum access

Combined Equality Outcomes	Actions	By Whom	Timescale	Success Criteria
Eliminate disability related harassment	Continue to maintain a clear anti-bullying policy and practice; promote positive attitudes towards disabled people.	SLT and all Staff.	On-going.	Less bullying incidents; positive images of disabled people, higher profile in assemblies, schemes of work and in displays.
Encourage disabled people's participation in public life.	Continue to maintain inclusion of disabled staff and students in out of school hours learning activities, councils/committees.	SLT, Pastoral Teams and SEND.	On-going.	Disabled people continue to be represented in extracurricular activities, on councils and committees.

Improving the delivery of information to disabled students

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Members of staff are familiar with practices to assist students, parents and carers with disabilities – e.g. hearing and visual impairments	SEND Service to provide INSET training session as appropriate	Staff able to use relevant teaching and learning methods to help students with disabilities	Ongoing	All students can access the curriculum effectively
Medium Term	Members of staff ensure that lessons provide opportunities for all students to achieve by means of: <ul style="list-style-type: none"> • Differentiated work • Using large print transcriptions when necessary • Using coloured paper for resources /exam papers etc. 	Faculty Directors to review and amend programmes of study to ensure that the work is appropriate to stretch all students <ul style="list-style-type: none"> • SEND and Reprographics to support with the production of differentiated materials for large print and coloured paper 	<ul style="list-style-type: none"> • Differentiated programmes of study in place • Members of staff produce large print /coloured paper materials as required 	Ongoing	Improved delivery of information to disabled students
Long Term	To maintain above practice and review on an annual basis			Ongoing	

Physical Access

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Ensure that there are no physical barriers to access for students with short term physical needs eg broken limbs and mobility issues.	Provide reasonable adjustments such as laptop, lift key, leaving lessons early to avoid congested corridors, a 'safe space' during non-contact time.	Increased access for students with a range of disabilities Regular review of premises	Based on student need.	Students can access lessons and the curriculum.
Long Term	To ensure that the College continues to provide an appropriate learning environment for students with a range of disabilities	Work with the LA and Amey to ensure that there are no physical barriers to access for students with a range of disabilities	Full physical access to the College and curriculum Regular review of premises Report to Governors every year	Ongoing	Full physical access to the College achieved