



Kingsthorpe College

A Designated Specialist Sports College



ACCESS PLAN POLICY

Date of Adoption: 15th September 2008

Frequency of Review: Yearly

Review Date due: September 2009

File Name: Access Plan Policy

Policy Number: 1 : 1

ACCESS PLAN POLICY

BACKGROUND

The SEN and Disability Act 2001 (SENDA) amended Part 4 of the Disability Discrimination Act (DDA). New duties were given to LEAs and schools in relation to those disabled students currently on roll and to prospective students.

All schools were required to produce a written Access Plan by April 2003 for an initial three year period. The plan should detail the school's intentions to enable access for disabled students to three 'key areas':

- The buildings
- The curriculum
- Information

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

KEY ASPECTS

- 1) Responsible bodies:
 - Must not treat disabled students less favourably
 - 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 were consulted:

- Full Governing Body, SEN governor
- Staff, Learning Support Co-ordinators, CLT
- Parents
- Students, student council
- LEA

The revised Access Plan was approved by the Governing Body on

KINGSTHORPE COLLEGE

ACCESS PLAN POLICY

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

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Raised awareness of the curriculum needs of students with: <ul style="list-style-type: none"> • Language and communication disorders • Severe learning difficulties • Physical disability • Visual impairment • Hearing impairment - for whole staff	Programme of INSET at whole staff meetings	Overview of the needs of particular groups of students for all teaching staff	Term 1 and then ongoing Years 2008-2008	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 SEN Service to agree role of College staff in supporting individual students	Appropriate support for students with speech and language difficulties from College resources	Term 1 and then ongoing Year 2008-2009	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 SEN Service	Appropriately trained staff to move and handle students with physical disabilities	Term 1 and then ongoing Year 2008-2011	
Long Term	Training for teacher(s) 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	Teachers with specialist training / qualifications	Term 3 Year 2008-2009	Quality specialist support within College Increased curriculum access

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	SEN Service to provide INSET training session	Staff able to use relevant teaching and learning methods to help students with disabilities	Term 2 (and then on-going) Years 2008-2011	All students can access the curriculum
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 	Faculty Directors to review and amend programmes of study to ensure that the work is appropriate for all students <ul style="list-style-type: none"> • SEN Service to provide training regarding the production of materials in large print 	<ul style="list-style-type: none"> • Differentiated programmes of study in place • Members of staff produce large print materials as required 	Term 2 (and then ongoing) Years 2008-2011	Improved delivery of information to disabled students
	To maintain above practice and review on an annual basis			Terms 1, 2, 3 Years 2008-2011	
Long Term	<ul style="list-style-type: none"> • Pathways around the new College building are well signed • Signs are uncomplicated and unambiguous inside the new College 	SMT to discuss signage with the architects, LEA and Amey to ensure that it meets the needs of students, staff and visitors to the College	Signs are clear and meet the needs of all	Years 2008-2011	Delivery of information to all 'visitors' to the College

Physical Access

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
	Carpet classroom areas, fit blinds to improve acoustics for HI students when refurbishing	Seek Advice from SEN Service	Increased access for students with hearing impairment in some areas of the College	Term 3 Year 2008-2011 Terms 1-2 Years 2008-2011	Increased physical access of the College
	Ensure that there are no physical barriers to access for students with wheelchairs in some classrooms / areas of the College	Work with Amey to identify and maintain areas of the College which are accessible to students with limited mobility	Increased access for students with a range of disabilities Regular review of premises Access plan reported to Governors and parents every year	Term 3 Year 2008-2011 Terms 1-2 Year 2008-2011	Increased physical access of the College
Long Term	To ensure that the new College provides an appropriate learning environment for students with a range of disabilities	Work with the architects, builders, LEA 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 Access plan report to Governors and parents every year	Years 2008-2011	Full physical access to the College achieved