



KNIGHTON
HOUSE

DORSET

KNIGHTON HOUSE SCHOOL

ACCESSIBILITY PLAN

2020 -2023

Reviewed: November 2019

Next review: **Under Review – School Merger**

KNIGHTON HOUSE SCHOOL

Disability Access Plan

Introduction

Knighton House School is committed to providing a full curriculum to as many pupils as possible and aims “to enable all young people to achieve their full potential, academically, emotionally, physically and spiritually”.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

The Governing Body recognises its duty under the DDA. Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEND policy.

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002):

The school recognises and values parents’ knowledge of their child’s disability and its effects on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusion curriculum:

- Setting suitable learning challenges
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Disability Access Plan

The plan aims to improve access to all aspects of education within Knighton House School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities for including more pupils within the school and to look at positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitments both to the school and school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

Improvement in access to the curriculum

- Providing for all students a curriculum that 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.

Physical improvements to increase access to education and associated services

- Ensuring that all school buildings and grounds are fully accessible to pupils with mobility, sensory or other impairments
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be accessed fully by all students

Improvements in the provision of information in a range of formats for disabled students

- Providing information for students and their parents/carers about the school and its curriculum in a format that takes account of any disabilities

Physical Improvements to the Environment

The aim of Knighton House is to ensure that there is full access to all areas of the school premises to pupils with as wide a range of disabilities as possible. This will be accomplished by:

- Maintaining the ramps to all buildings, repairing/upgrading them when necessary
- Ensuring that any new buildings have full disabled access
- Installation of additional disabled toilets when practicable
- Taking into account the needs of visually impaired pupils in any future school redecoration
- Improving signage in certain areas of the school where necessary

Improvements in access to the curriculum

- To ensure all staff are aware of the need to present the lesson content in a variety of ways providing full access to disabled students:
 - Modify print:
 - Font size
 - Double spacing
 - Providing visual prompts
 - Use of video/DVD/tapes
 - Use of radio aids
 - To ensure staff receive full and regular training from outside agencies on up to date methods and strategies.

Improvements in the provision of information in a range of formats for disabled pupils

- Provision of information. The school will make itself aware of local services, including those provided through outside agencies and the Local Authority, for providing information in alternative formats when required or requested.

Linked Policies

The plan will contribute to the review and revision of the following related school policies:

- School Development Plan
- Staff Development Plan
- Building and Site Development Plan
- SEND Policy
- Equality Scheme
- Curriculum Policies
- Behaviour and Attendance Policy

	Objective	What	How	Resources	When	Goal Achieved
1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan	Staff meeting Governors meeting	Existing staffing and resources	Identify and address immediately.	School complies with requirements of DDA and Code of Practice
2	Incorporate Schools Development Plan	Ditto	Ditto	Ditto	Ditto	Ditto
3	To ensure pupils have full access to curriculum equality of opportunity	All staff to be made aware of pupils' disability	SENCO compilation of SEND register and IEPs	Existing staffing and resources	Identify and address immediately	School complies with the DDA and Code of Practice
4	To raise awareness of students disability	To develop staff knowledge and skills of differentiation	Regular SENCO advice and INSET and lesson observation. Use of outside agencies as necessary	£300	Ongoing termly review Annual review	Staff have increased awareness of need to differentiate and challenge all students
5	To raise achievement and build self esteem of pupils with Dyslexia	To enable pupils to receive 1:1 and small group tuition as required	Two x full members of Learning Support Unit	Existing staffing and resources	Identify and address immediately	Dyslexic pupils will demonstrate increased confidence in class, show increased performance in classwork and homework and will

						produce value added scores in the end of year review.
Medium Term						
6	To promote equality	To develop and implement the school bullying policy, to incorporate peer mentors	In house training Raise levels of awareness of pupils/staff/parents Restructure of PSHE syllabus	Existing staffing and resources	To be implemented during 2021/22	Implementation of Anti-Bullying policy
7	To keep abreast of current learning methods to help pupils with disabilities	Ditto	INSET/staff meetings slots/1:1 staff training	£400 external training £100 resources	Ongoing training from SENCO staff	
Long Term						
8	To improve the provision for students with Autistic Spectrum Disorder by improving social awareness and communication skills for pupils	To run weekly social skills groups Whole school INSET	SENCO research	£300 whole school workshop.	To be implemented during 2022/23	Pupils with Autistic Spectrum Disorder have more inclusive experience at break times and lunchtimes