



Kirkstone House School Accessibility Plan

Introduction

This Accessibility Plan has been drawn up in consultation with the staff and the Leadership Team of the School, and covers the period from January 2024 to December 2025. The plan will be kept under review during this period by the Headteacher, SENCO, Proprietor and revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

This Plan and other related policies can be made available in large print or other accessible format, if required.

Under the Equality Act 2010, schools should have an Accessibility Plan. School cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. According to the Equality Act 2010, a person has a disability if:

- he or she has a physical or mental impairment and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Kirkstone House is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Maintain good practice already in place.

The Accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:



- Increase access to the Curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are abler-bodied pupils.

Current good practice and the curriculum and educational provision

The School follows all interventions and advice and directions stated in EHCPs. This follows good practice which is applicable to most pupils including those with disabilities and SEN.

Dyslexia friendly books and resources are already in place and a programme of IDL is used to support literacy and numeracy.

Coloured paper and overlays are used in lessons.

Speech and Language specialists and Occupational Therapists are regular visitors to the School to work with individuals. School also works with Autism Outreach, CAMHS and Healthy Minds to support pupils with Autism, emotional and well-being difficulties.

Emphasis is placed on collating evidence to support Access arrangements as pupils go through the School. Pupils are also able to practise recording work with a reader and a scribe where appropriate.

Pupils may record their work on a laptop.

Class sizes are small so that pupils who suffer from severe anxiety do not feel overwhelmed.

There are individual risk assessments for pupils who have particular needs and pupil passports are available for all staff to see on Edukey. This facilitates good knowledge so that pupil needs can be met.

Timetables can be adjusted for pupils with SEN and disabilities and provision is made for pupils who find eating in the dining room overwhelming.

The Lower School has a sensory facility.

Learning Support assistants work closely with teachers, pupils and parents to ensure that pupils with SEN and or disability are supported through good communications.

The curriculum is always under review to ensure that all pupils have accessible courses of study.

Our Mental health and Well-being Lead provides pastoral and emotional support for pupils who require it. She also works closely with well-being mentors.

The School maintains a relationship with the Bobby Copping Foundation which provides counselling for families, pupils and staff.



PE is highly differentiated with a range of activities to suit all abilities including pupils with SEN or disabilities.

The School constantly reviews its training programme for staff.

Equipment

The School supports pupils in physical activities and in extra-curricular School clubs, leisure and cultural activities and clubs. This may include the use of additional specialist equipment and auxiliary aids.

DocsPlus is loaded onto lap top computers and pupils have access to reading pens.
PE equipment is differentiated with larger bats and balls for pupils who need his adjustment.

Lower School has sensory equipment.

Improve and maintain access to the physical environment of the School

Background

The School Estate

The School is committed to making reasonable adjustments to allow disabled pupils and those with SEN to access educational provision at the School. The School's buildings are spread over a large site. The School makes every effort to make the premises as fully accessible as possible, responding to the needs of individuals as well as to the legal requirements in force. An example is enabling a pupil to use a Segway to make his way round the site.

Access has been improved with the provision of a ramp to the sports hall, handrails, new treads on the stairs.

We plan, over time, to increase the accessibility of physical provision for all pupils, staff and visitors to the School in the following areas:

We have considered the physical environment of the School to increase access to education by disabled pupils for example we have worked closely with the local sensory impairment team.

The school has good physical access and is on a single site.

The school hall is large enough for all pupils and staff to use the hall together e.g. assemblies. The hall is coated with a non-slip sports grade flooring. The main corridor allows for good wheelchair access around the hall.

All doorways, entrances and exits are fully accessible and wide enough for wheelchair access. All pupils and visitors can enter/exit the building safely in a range of specialist equipment. There are ramps leading to the Sports hall.



The school has parking available on site. Visitors to the school are advised as to the best place to park depending on the time of day and large school events are organised at times when extra parking is available on the school playground.

Most corridors are carpeted to reduce noise levels for hearing impaired pupils and visitors.

Access to information

This is planned: for example, symbol size and colour contrast is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access. Policies and other written information is available from School in a range of preferred formats.

Staff have had training on producing work related documentation in dyslexia friendly ways and some pupils benefit from more visual timetables.

Other

We have a clear policy on the administration of medicines with staff trained to administer any necessary medication on site.

We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.

Other school practices, such as sporting or celebration events encourage mutual support, respect and partnerships between children.

In order to maximise access and pupil progress, the school includes input from all stakeholders, i.e. staff, visitors, parents / carers into many areas of school development.

Through children's EHCP reviews, for example, we identify any change in pupil need and as a result, adapt our approach, delivery and content accordingly to better suit the identified needs.

Where it is practicable to make reasonable adjustments to enable any prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all successful applicants for admission to the School to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the School should be aware. In assessing the pupil or prospective pupil, the School may need to take advice and require assessments, as appropriate. The School will be sensitive to any issues of confidentiality.

Areas without Full Access

Three areas of the School site are not currently fully accessible:



1st Floor of the Main school. Teaching takes place in this area. Any activities carried out here from time to time can easily be transferred to take place on the ground floors, if necessary. It would be impractical to make this area fully accessible because of its age and design.

1st Floor of Lower school. This area is largely used for interventions and meetings with parents and external meetings and interventions and these can be moved elsewhere.

Mobile classrooms. School would consider adapting the stairs to make access more accessible should this be required.

Although the School's minibuses are not wheelchair friendly, fully-equipped minibuses can be hired in when necessary.

The accessibility Plan will be reviewed in December 2025 or before as necessary.

Corinne Jones

Corinne Jones
Headteacher

December 2024