

KCC ACCESSIBILITY AUDIT & PLAN

January 2019

See updated **Accessibility Policy**, January 2019

AIMS: Regardless of disabilities or other needs

- All pupils have equal access to the curriculum & extra-curricular activities
- All pupils, parents, staff and other stakeholders have equal access to the physical environment
- All pupils, parents, staff and other stakeholders have equal access to written and auditory information from the College
- All pupils, parents, staff and other stakeholders have equal access to communicating with the College

ACCESSIBILITY PLAN & Audit

Key terms:

- SENDCo – Special Educational Needs & Disabilities Co-ordinator
- SEN/D – Special Educational Needs &/or Disabilities

If you have any questions or suggestions to improve this plan, please contact Jane Blumer (SENDCo) on 01548 852641 ext183 or send@kingsbridgecollege.org.uk

AREA: curriculum & extra-curricular access	SUCCESS CRITERIA & EVALUATION: <ul style="list-style-type: none"> Pupils with SEN/D participate fully in all curricular activities including off-site visits Pupils with SEN/D have equal participation in all subject areas, including Modern Foreign Languages Team Leaders are able to identify reasonable adjustments taken where necessary to include access to the curriculum for pupils with SEN/D Pupils with individual needs and their parents/carers are involved in conversations regarding accessibility and adjustments for curriculum adjustments, trips/visits & learning journey 						
Actions already taken	Led by	With	By when?	Costs	G	A	R
<ul style="list-style-type: none"> Quality-first teaching ensures that pupils of all abilities can access subject content to differing degrees 					G		
<ul style="list-style-type: none"> Pupils with identified SEN/D have an IEP (individual education plan) in place; pupils whose needs do not yet meet the level of SEN/D but who nonetheless required additional consideration when planning, delivering or assessing learning receive a Watch-List IEP with advice to staff on supporting their needs 					G		
<ul style="list-style-type: none"> Pupils in KS3 are taught in mixed-ability groups across all subjects in Y7 & Y8 					G		
<ul style="list-style-type: none"> On a case-by-case basis, pupils with EHCPs may followed a personalised curriculum e.g. reflecting individual needs e.g. physiotherapy, speech & language 1:1, etc 					G		
<ul style="list-style-type: none"> Pupils are offered an open choice of GCSEs regardless of ability 					G		
<ul style="list-style-type: none"> Additional support at GCSE is available in one option block (literacy, numeracy, Homelearning & social skills work) to learners with or without SEN/D 					G		
<ul style="list-style-type: none"> Courses at post-16 are offered subject to individual circumstances in light of reasonable adjustments where usual access criteria cannot apply – see case studies for examples 					G		
<ul style="list-style-type: none"> Individual subject areas may adapt tasks according to need, e.g. PE 					G		
<ul style="list-style-type: none"> Curriculum visits are planned with individual needs in place – see risk assessment section on IEPs (individual education plans); wheelchair-accessible transport; hearing needs 					G		
<ul style="list-style-type: none"> All new pupils with known SEND receive enhanced transition and the opportunity for taster lessons, where appropriate, to increase the expectation of success in lessons when they join the College [Comment: new approach begun this year, Sept 2018 – yet to be evaluated] 					G		
<ul style="list-style-type: none"> All lessons are planned to include an appropriate range of accessible resources for learners at all levels, including enlarged hand-outs, reduced amounts or writing and colour/clear layout to reduce visual clutter 						A	

<ul style="list-style-type: none"> Adaptive technology & support is available to pupils on the SEND register or with appropriate Access Arrangements in place – laptop, reading pen, voice-recognition software, scribe, reader - & staff are encouraged to trial such approaches in class to consider impact for other learners as well 					G		
<ul style="list-style-type: none"> Staff are informed when a pupil is colour-blind. For these pupils, staff explicitly identify the colours and significance where appropriate; in exams, coloured sections are labelled by the invigilator as appropriate 					G		
<ul style="list-style-type: none"> Adaptive resources are available to pupils, usually on the SEND register, where this has become their usual way of working, e.g. coloured overlays, tinted exercise books 					G		
<ul style="list-style-type: none"> All pupils identified by teachers as possibly needing Access Arrangements for exams are assessed regardless of SEN/D status, as long as usual practice can be demonstrated with appropriate history of need [see JCQ regulations https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration] 					G		
<ul style="list-style-type: none"> Access Arrangements are implemented for all pupils throughout internal examination periods (e.g. PPEs) as well as for class tests and final exams 					G		
Further actions required	Led by	With	By when?	Costs	G	A	R
<ul style="list-style-type: none"> Ensure large-print & or adaptive (e.g. graphic novel) copies of all texts are available on request & plan ahead for this according to incoming pupil need 	JBL	TLs	Sept 2019	New copies & photo-copies		A	
<ul style="list-style-type: none"> Consider timetabling Literacy against English to increase opportunities to move out of Literacy groups and into main teaching group; and to increase opportunities / remove barrier for pupils with literacy difficulties to engage with MFL 	JBL	SST, LRE & DMA	Sept 2019	Lead TA for Literacy			R
<ul style="list-style-type: none"> Ensure cover staff are fully informed of class needs & SEND profile – review & update cover arrangements 						A	
<ul style="list-style-type: none"> Review staff training on speech & language – student voice reflects some difficulty in understanding what teachers mean when tasks are set, and the need to review forms of communication e.g. active use of RAG cards when learners are non-verbal 						A	
<ul style="list-style-type: none"> Check clarity of information & training for pupils on use of exam Access Arrangements and review language used in communication with parents/carers to make the arrangements 100% clear 						A	

AREA: access to the physical environment around the College	SUCCESS CRITERIA & EVALUATION:						
	<ul style="list-style-type: none"> Pupils, staff & visitors [parents/carers, external professional & others] move around the site entirely independent of the need for physical support from others Pupils move around the site entirely independent of the need for emotional support from adults Pupils manage their needs independently in response to the environment, e.g. ASC (autistic spectrum condition) busy corridors 						
Actions already taken	Led by	With	By when?	Costs	G	A	R
<ul style="list-style-type: none"> All new buildings have been planned & built with access in mind e.g. lifts & wheelchair-accessible entrances 						A	
<ul style="list-style-type: none"> Modifications to the site over time ensure that those in wheelchairs, on crutches or with other mobility difficulties have a choice of slopes with the appropriate gradient or steps with a handrail 						A	
<ul style="list-style-type: none"> Lessons are timetabled on the ground floor where possible for groups with pupils who have a mobility difficulty 					G		
<ul style="list-style-type: none"> The ACE room (social skills programme) has moved to the ground floor with accessible ramp & door 					G		
<ul style="list-style-type: none"> Tours for new pupils with SENDCo emphasise linear nature of school site and sequential nature of buildings/curriculum areas for ease of identification 					G		
<ul style="list-style-type: none"> Parents evenings take place in fully-accessible parts of the school 					G		
<ul style="list-style-type: none"> Where known, interpreters are booked to support parents for parents evening e.g. EAL (English as additional language), HI (hearing impairment) 					G		
<ul style="list-style-type: none"> Pupils with known SEN/D receive individual and pre-emptive training in responding to the fire alarm / how to complete fire drills & the evacuation procedure 					G		
<ul style="list-style-type: none"> L Spt team receive yearly updated training and practice in use of evac-chairs for students who cannot get downstairs in the event of an emergency evacuation 					G		
<ul style="list-style-type: none"> All buildings include visual fire-alarms as well as auditory 					G		
<ul style="list-style-type: none"> Staff needs are taken into consideration when timetabling and rooming lessons, e.g. mobility needs, chronic fatigue, etc. 					G		
Further actions required	Led by	With	By when?	Costs	G	A	R
<ul style="list-style-type: none"> Add electric opening to all door where wheelchair access is required 						A	
<ul style="list-style-type: none"> Prioritise early appointments for parents with additional needs – e.g. parents with ASC for whom busy areas are really challenging 							R
<ul style="list-style-type: none"> Check hearing needs for parents before meetings e.g. if Loop system is needed, or mobile microphone 							R

• Check that all in-class texts are size 11 or bigger, sans-serif font, as standard						A	
• Check that all in-class Powerpoint & similar presentations are size 22 or bigger, sans-serif font, as standard						A	
• Check that all fire signs include arrows where appropriate e.g. exit direction							R
• Provide opportunity for non-LSpt staff to train in use of Evac-Chairs e.g. those who teach on upper floors of all buildings: ensure that at least one member from each team is trained in use of Evac-Chairs						A	
• Review provision in Loft for those with physical difficulties (i.e. broken leg) and consider alternative staffed areas on an individual basis						A	
• Health & safety budget each year to include moving & handling training							R

AREA: access to written & auditory information from the College	SUCCESS CRITERIA & EVALUATION:						
	<ul style="list-style-type: none"> • Pupils, staff & visitors [parents/carers, external professional & others] are able to access information given out from College • Include specific question in end-of-year questionnaire • Parents with literacy 						
Actions already taken	Led by	With	By when?	Costs	G	A	R
• All letters & public documents from the Learning Support team include large-font invitation to parents to ring instead of reading in case of literacy difficulties (see SEND Information Report for example)						A	
• College convention requires use of sans serif font (Gill Sans) for all documents, letters, etc.					G		
• Parents' Literacy Evening held in October each year by English team for parents to engage in support for literacy at home and increase parental literacy skills as well					G		
• All appointments made for the SENDCo/ Assistant SENDCo include follow-up 'phone calls where the request has not been initiated by the parent/carer in writing or there is delay in response, in case of unknown literacy difficulties						A	
• All new IEPs are checked with parents and pupils before circulation of private information to staff					G		
• New IEPs are now written using as little jargon as possible for clear communication and to reduce barriers with parents – ongoing updates						A	
Further actions required	Led by	With	By when?	Costs	G	A	R
• Reduce verbiage & jargon on publications to parents for ease of reading following 'Crystal Mark' recommendations [http://www.plainenglish.co.uk/services/crystal-mark.html]; make acronyms clear when used by including translation at first point of use in all documents e.g. see top of this document for 'SENDCo' & 'SEN/D'						A	
• Ensure all publications to parents are checked for ease of literacy, sans serif font & size 11 or larger font, including IEPs						A	

<ul style="list-style-type: none"> Offer recordings or text-to-speech opportunities for all publications to parents, external stakeholders or visitors, or make explicit the offer to discuss written material verbally instead to address any difficulties with literacy or visual impairment 								R
<ul style="list-style-type: none"> Offer ICT Accessibility evening to show parents how to access help available on common equipment e.g. narrator function in Word; dictation app on smartphone; subtitles on YouTube 								R

AREA: access to communicating with the College	SUCCESS CRITERIA & EVALUATION:						
	<ul style="list-style-type: none"> All parents report ease of communicating with College staff via annual parent voice questionnaire Pupils report feeling listened to in annual student survey 						
Actions already taken	Led by	With	By when?	Costs	G	A	R
<ul style="list-style-type: none"> SEND IEPs include 'Student Voice' section, written in the pupil's own words and targets are set in discussion with pupils 					G		
<ul style="list-style-type: none"> SEND IEPs include 'Parent Voice' section, written in parent/carer's own words, to speak directly to staff – phrased in meetings as <i>'what do you want staff to just know and 'get' about your son/daughter? If you could speak directly to everyone and tell them the most important thing, what would it be?'</i> 					G		
<ul style="list-style-type: none"> SEND Information Report, SEND Policy & Accessibility Policy includes explicit, large-font invitation to call the SENDCo directly to discuss any aspect or concern about policy or provision for pupils 					G		
<ul style="list-style-type: none"> All letters sent home to parents from Learning Support include SENDCo email and direct 'phone number to promote discussion and in case of unknown difficulties for parents/carers e.g. hearing needs, mobility difficulties 					G		
<ul style="list-style-type: none"> Where pupils or parents/carers are unable to come into College, the SENDCo & other staff as appropriate will make home visits or arrange meetings at off-site venues 					G		
<ul style="list-style-type: none"> Generic team SEND email address now used as standard point of contact to reduce need to know/spell/remember specific names – this goes direct to the SENDCo, Asst SENDCo and LSpt Admin 					G		
Further actions required	Led by	With	By when?	Costs	G	A	R
<ul style="list-style-type: none"> Update all Watch-List IEPs to include Parent Voice 						A	
<ul style="list-style-type: none"> Review College website to look for opportunities to invite parental contact and contact from other stake-holders including quick-link on front page to email the College directly if the policy or information isn't immediately available or apparent on the website 							R
<ul style="list-style-type: none"> Use Parents' Evenings to collect Parent Voice and suggestions for improvement 						A	

<ul style="list-style-type: none"> • Cease printing & pinning up timetables at Parents' Evening for appointments with the SENDCo – adjust phrasing to reduce any embarrassment for pupils or parents/carers 								R
<ul style="list-style-type: none"> • Include invitation to discuss exam arrangements with parents, Head of Year and SENDCo when PPE results are published for Y10-Y13 								R
<ul style="list-style-type: none"> • All letters from College include an invitation for parents to call or email with explicit contact details for named individuals – it is obvious who to contact and how, if there are any queries 								R