

Kenton College Preparatory School

ACCESSIBILITY PLAN

| | |
|-------------------------|------------------------------|
| Audience | Parents, Staff and Governors |
| Author | Headteacher |
| Last Review | November 2021 |
| Next Review | November 2022 |
| Related Policies | SEND Policy |

Introduction and Purpose

Kenton College is committed to safeguarding the welfare of all children and young people.

This plan is drawn up in accordance with the planning duty guided by UK regulations. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002, and the Equality Act (2010, updated in 2014).

The Equality Act 2010 has two parts; the general duty and specific duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff.

Schools are required to have "due regard" to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

'Due regard' means that schools must consciously think about the above 3 aims in decision-making, writing and reviewing policies and delivering services.

The two specific duties for schools aim to assist them to meet the general duty. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Kenton College Preparatory School accepts a commitment to consider all pupils; in Kenya there is no directive or standard procedure for referral (or even guidance) from/to a Local Education Authority (LEA). This commitment extends to pupils with a special educational need or disability. In this respect Kenton College has an *anticipatory duty* to deal appropriately and supportively with any request for admission to our school for pupils with particular education, health and care needs. A group comprising the Headteacher, Senior Leadership Team, Head of Learning Support and the School Doctor will meet annually to review the Accessibility Policy, procedures and facilities which are likely to affect pupils with disabilities. The group will also review: the accessibility plan, potential new pupils and their needs, each existing pupil with substantial and long term needs, and existing pupils who may need to be added to the register. In planning accessibility strategies we may consult with the Board of Governors and other departments through the school, together with other outside agencies working in conjunction with us.

Our aim where possible is to reduce and eliminate barriers to accessing the curriculum and to ensure full participation at Kenton College for pupils and prospective pupils with a disability by:

- Not treating pupils who are disabled less favourably for a reason related to their disability;

- Making reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- Drawing up plans to reasonably eliminate barriers to access the curriculum and fully participate in the school community for pupils and prospective pupils with a disability.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Definition of Disability

Disability is defined by the Equality Act 2010 as “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”. This definition could also refer to pupils with a range of impairments such as significant forms of dyslexia or dyspraxia, ADHD, ADD, Autistic Spectrum Disorders, diabetes or epilepsy.

Disability and Special Educational Needs

Some children with a SEN may also have a disability, although this is not always so and there is a recognition that one can exist without the other.

The following table illustrates the overlap between SEN and disability definitions:

| Special Educational Needs | Both SEN & Disabled |
|---|------------------------------|
| Dyslexia | Motor impairment (long term) |
| Emotional and Behavioural Difficulties | ADHD/ADD |
| Dyspraxia | Hearing impaired/deaf |
| Speech impairment | Visual impairment/blind |
| Other learning difficulties not mentioned | ASD/Aspergers |
| | Non-verbal-mute |

Admissions

Where an application is made for a pupil with a disability, Kenton College is prepared to liaise closely with the parent/guardian and the pupil's current school on the specific physical or sensory impairment to consider and provide the most appropriate aids and the best opportunities for the pupil. Once we have assessed a child's needs and offered a place, we will do all we reasonably can to ensure that the child can, with ‘reasonable adjustments’, access the curriculum, whether in the classroom or through other means.

Curriculum

It is recognised that the curriculum should be accessible for those with disabilities. Pupils

who have educational statements or who have been diagnosed with a learning disability will be provided for according to their needs (see the SEN Policy). Resources will be used to enhance a pupil's learning. Depending on assessments carried out, pupils may be entitled to examination access arrangements.

Buildings and Accessibility

It is the continued policy of the Board of Governors to improve access to buildings, facilities and the terrain around the school over a period of time as finances permit and the need arises. It is the commitment of the Board to give due consideration to accessibility as new buildings are developed.

Vehicular Access

Where arrangements for transport to bring a pupil closer to the main school building (i.e. not the main drop off and pick up points) is deemed necessary, the SLT will organise this.

Paths

Permanent ramp access to many parts of the school is available but inaccessibility still exists; for example, second floor access to the Main Building, Aviary and Primate block. Mobile ramps are available to access classrooms as necessary.

Buildings

Some school buildings were erected before consideration was given to disabled access. This will be factored into the timetabling of rooms where necessary.

Toilets

Wheelchair access for a pupil on crutches or in a wheelchair is available.

Medical

The school employs a full time School Doctor. Signed parental consent is required for the Doctor to administer prescribed medicines for medical conditions.

Welfare

All staff are informed of any pupils with education, health and care issues or disabilities and of the need to be aware of potential difficulties that might be encountered by the pupil. The Class Teacher (Juniors) or Form Teacher (Seniors) is the primary point of contact. Details of any disabilities or special educational needs are detailed in the Learning Support summaries written and shared by the SENCO. The school recognises that disabled pupils or those with learning difficulties may be at risk of being bullied. The school has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be dealt with seriously.

Activities and Trips

The school encourages all pupils to participate in a variety of trips and activities. These may be sporting, cultural or adventurous. The programme of activities should be modified to facilitate participation regardless of disability. Staffing ratios can be adjusted to provide extra

help when necessary. Occasionally it may be considered that the welfare of the pupil with a particular disability cannot be guaranteed due to the nature of the trip or the environment and terrain. In such circumstances it may not be possible to provide a suitable level of supervision and care to enable the pupil to participate in the activity safely. This is always discussed with the parent/guardian. Risk assessments are undertaken for all trips.

Withdrawal of a Pupil

If following the process of consultation and the making of all 'reasonable adjustments', it is the professional judgment of the Headteacher that the school cannot provide adequately for the pupil's disability or special educational needs, parents/guardians will be asked to consider alternative schooling for the pupil. In such cases, every reasonable effort shall be made by the school to assist in their transition to another school.