

# Kenton College Preparatory School

## ACCESSIBILITY PLAN

<b>Audience</b>	Parents, Staff and Governors
<b>Author</b>	Maureen Cussans, Headmistress admin@kenton.ac.ke
<b>Last Review</b>	January 2019
<b>Next Review</b>	January 2021
<b>Related Policies</b>	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 in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA). 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.

The Equality Act 2010 requires schools to make 'reasonable adjustments' to cater for pupils with a disability. The three main elements relate to:

- Provisions, criteria and practices
- Auxiliary aids and services including assistive technologies
- Physical features

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 Headmistress, Senior Leadership Team, Head of Learning Support and the School Doctor will meet once a term 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 Education Needs	Both SEN & Disabled
Dyslexia – mild/moderate	Motor impairment (long term)
Emotional and Behavioural Difficulties	
Dyspraxia – mild/moderate	Hearing impaired/deaf
Speech impairment	Visual impairment/blind
Other learning difficulties not mentioned	ASD/Aspergers
	Very significant dyslexia or dyspraxia
	Non-verbal-mute
	ADHD/ADD

## Admissions

Where an application is made for a pupil with a disability, Kenton College is prepared to liaise closely with the parent/guardian or the pupil's current school on the specific physical or sensory impairment to consider and provide the most appropriate aids, where possible, 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) and technology, such as iPads, can be used where appropriate to enhance a pupil's learning. Depending on assessments carried out, pupils may be entitled to, for example, extra time in examinations, the use of a laptop, or the use of a reader or scribe.

## **Buildings and Accessibility**

It is the continued policy of the Board of Governors to improve access to buildings and facilities and improve 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 i.e. the new Senior Block.

## **Vehicular Access**

Parking via front of school main driveway, allows a pupil access to the school. It is also possible for vehicular transportation, therefore shorter manoeuvrability, to the whole school.

## **Paths**

Permanent ramp access to many parts of the school is available but inaccessibility still exists, i.e. second floor access to the Main Building and New Block. Mobile ramps are available for utilisation and access to some classrooms as necessary. Routes may be circuitous.

## **Buildings**

Some school buildings were erected before consideration was given to disabled access but mobile ramps and circuitous routes have made more buildings accessible.

## **Toilets**

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

## **Education**

As the school operates a policy of Departmental areas, access to some subject teaching could be restricted or impossible. Wherever possible, lessons are timetabled or the appropriate equipment moved to ground floor classrooms, i.e. the ICT department is located upstairs in the Main Building however all aspects of the subject can now be taught in most classrooms which there is easy access. Each case would be judged on the circumstances pertaining at the time.

## **Medical**

The school employs a full time School Doctor. Signed parental consent is required for the Doctor to administer prescribed medicines for medical disabilities such as asthma, and diabetes. The school caterer operates a policy of food being 'nut free' and will provide meals for those with special dietary requirements.

## **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 available on the school network. 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. At such venues 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 Headmistress 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 finding a suitable placement in another school.

## Appendix: 3 Year Accessibility

### Plan 1 Access to the Physical Environment

	Target Areas
2016/17	Improve External lighting (ongoing) Review building accessibility, ramps and handrail access (ongoing)
2017/18	Provision of a toilet accessible to crutches or wheelchairs (Done) Ensure secure personal storage space (Done) Ensure all pupils are able to respond to Fire or Emergency Drills (invacuation/evacuation (ongoing) Ensure all escape routes are suitable. Clear signage (Done) Improvement to paving around the school compound. Re-laying and leveling of certain paving stones and cabro-paving at key sites to provide more even terrain. (done/ongoing)
2018/19	Possible access to upstairs in the Main Building and New Block if necessary.

## 2. Access to the Curriculum

	Target Areas
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2016/17	<p>More curriculum subject matter available electronically and where needed with colour and larger print. Audio on iPads already in place. Investigate digital pens which can convert written word to spoken word. (ongoing and done)</p> <p>Greater consideration for Learning Support pupils within curriculum planning, through training for better differentiation strategies. (done &amp; ongoing)</p>
2017/18	<p>More teaching materials in electronic format – prep., additional resources available on iPads. (done &amp; ongoing)</p> <p>Build staff confidence in differentiating the curriculum for pupils with eg, ADHD, Dyslexia, Dyspraxia – further training required for Learning Support department and all staff. (ongoing)</p>
2018/19	<p>Evaluation of effectiveness of strategies and staff capabilities in light of recruitment.</p>