
Kingsbrook School

Accessibility Plan

Kingsbrook School

Southburgh

Thetford

Norfolk IP25 7TJ

31st August 2020

Review: 30th August 2021

Accessibility Plan – Kingsbrook School

Introduction

Kingsbrook School accommodates young people who have severe social, emotional, mental health difficulties and neurodevelopmental difficulties. It is therefore extremely unlikely, from a Health and Safety point of view, that young people with a severe physical mobility condition would attend the school.

Purpose

To ensure that Kingsbrook School does not discriminate against any pupil, employee, parent, social worker or 'other' visitor on the grounds of disability.

Kingsbrook School is committed to providing an environment that enables

1. Full physical access including the provision of any specialist equipment which may be necessary
2. Full curriculum access including any out of school activities
3. Provision and Delivery of information to pupils, staff, parents and visitors with disabilities

It will run in conjunction with the school development plan and should be read in conjunction with the following policies:-

- Behaviour Management Policy
- Curriculum Policy
- Health and Safety Policy
- Equal Opportunities Policy

Action Plan

1. To improve the physical environment of the school. To allow equal access to all students, staff and visitors regardless of physical ability

Targets	Timescale – Short/Medium/Long term	Strategy	Responsibility	Success Criteria
Improve physical environment by maintaining high housekeeping standards both internally and externally	Long term	Future improvements To take account of existing pupils and future referrals	All staff	Safe working environment
To include questions in the referral process regarding access needs for students, parents, carers, social workers and other pertinent	Short	Confidential discussions with referring authorities	Referrals Administrator / Head of School / Registered Manager (for residential YP)	Full physical access for all concerned

visitors,				
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2. Pupil/Parent involvement in the school curriculum/Curriculum Accessibility
To improve provision of learning to pupils with learning, speech and language, autism and behavioural needs

Targets	Timescale – Short/Medium/Long term	Strategy	Responsibility	Success Criteria
Assessment and provision of resources for all children in all key stages	Ongoing	Assessment of new students to be shared with all staff. Risk assessments read and reviewed on a regular basis to ensure appropriate resources.	All staff	All children will have full access to the curriculum and resources.
Class teachers to use SEN information outlining pupils needs, strategies and care plans	Ongoing	Annual reviews and any other professional meetings to be shared with all.	All staff (Form tutors to attend SEN meetings)	All staff are aware of individual students
Effectively track progress of pupils and set challenging targets and programmes to increase performance	Ongoing	Half termly assessment of all children ensures progress is being made	All staff	Targets are set to challenge children.
Increase independence, self help and community skills for all pupils	Ongoing	Increase in community activities for all children to be involved in. SEAL lessons delivered and monitored through tutor sessions	All staff	Children develop their social skills. All students to eat within the dining room at lunchtimes and all children to attend community activities.
Provide pupil profiles for all students	Short	Every member of staff has a clear profile of the children	Form tutors	Staff are able to use appropriate strategies to plan lessons and resources.
Provide appropriate ICT programmes for pupils across the curriculum	Short	IT programmes are used as interventions to improve literacy and numeracy	All staff	All pupils have access to ICT
Staff training for teachers	Ongoing	Staff have level 2 training in ASD	All staff	Staff use appropriate

working with pupils on the autistic spectrum working with school pod		to ensure they are upto date with appropriate strategies		strategies for ASD children.
Whole staff training eg. Team Teach, Safeguarding, Teaching and Learning	Ongoing	Training is created to ensure staff are up to date	All staff	Staff are full trained to be working with children.
Involvement of pupils in reviews and personalised planning	Ongoing	Pupils are able to contribute to reviews through questionnaires. Pupils also questionnaire on learning.	All pupils	Pupils views are heard and used appropriately
Accessibility to therapists and therapy reports	Short	Weekly meetings with therapists to share strategies on individual pupils	SMT	Good join up between the therapy team and the education / care staff.

3. Delivery of information to pupils and parents

Targets	Timescale – Short/Medium/Long term	Strategy	Responsibility	Success Criteria
Ensuring all parents are fully informed of students needs by establishing close day to day contact	Short	Assisting parents with an understanding of news letters/ letters home etc Supporting parents with physical disabilities ie Blind/Deaf	Senior Education Managers	All parents/carers/social workers fully included in pupils education
To establish close contact with outside agencies for pupils on-going health needs	Ongoing	External agencies to be involved where ever possible to ensure all outcomes are achieved.	SMT	Clear collaborative working approach