



Wetherby Kensington  
4 Wetherby Gardens  
London  
SW5 0JN

# SENDA Accessibility Plan

**Policy written by:** Helen Milnes and Fiona Merritt

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**Reviewer's Signature:**

*Fiona Merritt*

*Helen Milnes*

**Head Teacher's Signature:**

*Helen Milnes*

**Circulation:** This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



## Wetherby Kensington

### SENDA Accessibility Plan 2021 – 2024

#### **Aims**

The aim of this plan is to set out how Wetherby Kensington intends to increase the accessibility of its activities and facilities for disabled pupils over the three year period 2020-2023.

Wetherby Kensington is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

#### **Definition of disability**

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

#### **Duty under the Equality Act**

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
- b) Improving the physical environment of the school; and
- c) Improving the availability of accessible information to disabled pupils

In line with the reasonable adjustments duty, Wetherby Kensington will take reasonable steps to ensure disabled pupils aren't put at a disadvantage compared to other pupils. This covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, we will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- Health and safety requirements

**Responsibilities**

The Headmistress and the Senior Leadership Team (SLT) assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCO, the Alpha Plus Group Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing Wetherby Kensington's policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life

**Links to other policies**

Please read this policy in conjunction with the SEND policy, the Pastoral Care Policy, Anti-Bullying Policy and the Health and Safety Plan.



## Wetherby Kensington

### SENDA Accessibility Plan 2021 – 2024

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its listed status. This plan will be put into place when a child with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Visual impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired child.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons. Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase pupil participation e.g. screen reader software. Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille or will be in audio format.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Hearing impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The teacher will wear a special speaking device.</p> <p>Use of microphones, where necessary.</p> <p>Visible signals.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p>	<p>Fire alarm lights will be in place.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a hearing impaired child.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	As needed
Speech/Language impairment	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p>	<p>A speaker may be necessary at times.</p> <p>Ensure resources are available</p>	<p>All policies will be amended, where necessary,</p>		<p>Sign language will be provided, if possible.</p>	As needed

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Speech/Language impairment	Ensure schemes of work in all subjects are accessible. School ethos of community to be developed to ensure all pupils feel welcome/valued	for the individual to be able to communicate efficiently.	to meet the requirements.		Staffing ratios will be adjusted.	
Mobility	Training will be provided, where necessary, for staff to meet the requirements of each individual. Staff training on disability awareness to reflect the needs of pupils in the school. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued. Purchase necessary resources to increase pupil participation e.g. sticky keys and filter keys. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Plan classroom according to the individual needs of the child. Incorporate accessibility into any proposed structural alternatives. Ramp access to the front door. Ground floor toilet facilities to provide wheelchair access. Move the classroom to the ground floor.	Ensure all policies consider the implications of disability access.	Documents can be given to parents in a variety of formats depending on their individual needs.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Ramp available. Classroom can be moved and bathroom facilities added.
Manual dexterity	Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.	Ensure all policies consider the implications of manual dexterity.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted, if necessary.	As needed.
Physical co-ordination	Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.	Ensure all policies consider the implications of physical co-ordination.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will	As needed.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Physical co-ordination	pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.		.		be adjusted, if necessary.	
Memory, concentration, learning, understanding (including recognition of physical behaviour)	Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Regular meetings with specialists to ensure needs are met. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual. Purchase necessary resources to increase pupil participation. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom according to the individual needs of the child.	Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Individual lessons provided. Advice given to parents.
Contenance	Training will be provided, where necessary, for staff to meet the requirements of each individual. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome/valued.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom/changing room to allow for privacy. Ensure facilities are readily available. Remind individual to go to the toilet on a regular basis.	Ensure all policies consider the implications of continence. See First Aid Policy.		The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	As needed.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Timescale
Ability to lift/carry or move everyday objects	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>
Sensory difficulties, learning difficulties, dyslexia, autism, ADHD, impairment resulting from or consisting of a mental illness	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all pupils feel welcome/valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of these.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Individual lessons provided.</p> <p>Advice given to parents.</p>

**This policy will be reviewed annually**