

Cross Keys Learning Accessibility policy

Author: Steve Fuller
Approved by: SLT
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Executive Summary: Cross Keys Learning aims to treat all stakeholders, including students, prospective students, staff, and other members of the school community favourably and, wherever possible, takes appropriate and reasonable steps to avoid placing anyone at a substantial disadvantage.

This policy is intended to highlight how Cross Keys Learning will increase the accessibility of our school sites for disabled students regardless of their sex, race, disability, religion or belief and sexual orientation.

- 1. **Introduction**.....1
- 2. **Definition of disability**.....2
- 3. **Aims of the Accessibility policy**.....2
- 4. **School aims**.....2
- 5. **School environment**.....2
- 6. **Background to the accessibility plan, school’s layout & facilities**.....2
- 7. **Accessibility plan**.....3
- 8. **Disabled students’ participation in the school curriculum**.....3
- 9. **Improvements to the physical environment of school**.....4
- 10. **Delivery of information to disabled students**.....4
- 11. **Schedule of buildings**.....4
- 12. **Monitoring and review**.....5
- 13. **Improvement plan**.....4
- 14. **Complaints about this policy**.....4

1. Introduction

The school aims to work closely with disabled students, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled students. As part of the school’s continued communication with parents, carers, and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities'.

Disability is defined by the Equality Act 2010 as,

1. "A person (P) has a disability if
 - a) P has a physical or mental impairment, and
 - b) The impairment has a substantial and long-term effect on P's ability to carry out normal day-to-day activities.

3. Aims of the Accessibility Plan

The school acknowledges its duty towards students, staff (teaching and support), parents and carers, and members of the wider community who have a disability. Where students and prospective students are concerned, the school acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, 2014.

The school is an independent school and admission to the school depends on the school being able to meet the individual needs of the students referred. This should be read in conjunction with the admissions policy.

Parents/carers are asked to complete a SIF (School information form) which details any needs and medical conditions. Where appropriate a Healthcare plan and Risk Assessment is agreed with parents/carers and other professionals.

Where it is practicable to make reasonable adjustments based on the information given and advice received, to enable a prospective student to take up a place at the school, and to satisfy criteria outlined above, the school is committed to providing these reasonable adjustments in the Assessment process.

The school may have a consultation meeting with the parents/carers following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.

4. School Aims

- To be responsible for the safeguarding of ourselves and each other
- To be aware and responsible of our well-being needs and the needs of others
- To promote a culture of respect for the British values and core values of honesty, loyalty, perseverance, and compassion
- To provide a safe environment where everyone is valued and respected, demonstrated by equal opportunities and inclusion for all
- To promote a positive attitude for learning
- To encourage self-reflection and awareness
- To develop independent skills which enable opportunities for progression
- To identify individual needs and implement the support needed to work towards aspirations
- To promote learning beyond the classroom, and prepare for adulthood and preparing our learners for lifelong learning
- To develop resilience
- To equip our learners to be ready to steer our futures

5. School Environment

Cross Keys Learning recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our students and staff now and in the future.

6. Background to the Accessibility Plan School's Layout and Facilities

The different sites (Broadstairs and Womenswold) have undergone alterations with the changes to provision provided and the increase of space available.

Alterations have taken into consideration the dynamics of the young people and staff who attend and work on the sites.

These alterations have been taken into account by management responsible for the health and safety on site as well as those responsible for the curriculum development and implementation.

Most activities, cooking and dining are carried out on the school sites.

Broadstairs site:

The school is a single-story building that is split over three levels and has disabled access on each tier. The school will not need to make physical changes to the existing building but will make reasonable steps to improve access for both the disabled and able bodied of all ages. A student who presents with severely restricted mobility may be unable to access some of the educational and recreational facilities that the school offers. When this situation arises, we would adapt our delivery, so sessions are implemented which enable inclusive participation.

Accessibility Plan

Cross Keys Learning will review this plan on an annual basis to evaluate:

- The effectiveness of the action taken in the previous school year
- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant students needs

Monitoring will be a constant process and the Director/Headteacher will look to make the necessary amendments and discuss planning, budget and other concerns.

The Health Safety Lead will also be invited to raise action points, and these will, in the main, be dealt with by the Headteacher and/or Director.

Womenswold site:

The school site is made up of a main building that comprised of two large classrooms, a small office, and toilets (separate for male and female students as well as staff. There is also access to a disabled toilet. There are four additional outbuildings which consist of a catering classroom, a classroom accessed by a flight of steps with handrail, a portacabin (serving as a staff room) and a cabin used for interventions and small group or 1:1 work. There is also a staff room and meeting room in the garden at the rear of the site.

There is no need to make physical changes to the existing building, however, reasonable steps have and will be taken to improve access for both disabled and able-bodied people of all ages. A student who presents with severely restricted mobility may be unable to access some of the site facilities. In these circumstances the curriculum will be adapted to allow the students to access their education and learning fully. This may include delivery of the curriculum in an agreed venue off site that offers appropriate levels of access for students.

7. Disabled Students Participation in the School Curriculum

With consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following:

- Further development of the unified SEN and Disability policy throughout to include:

- Full disclosure of relevant information at transfer
- Regular meeting of teachers and senior staff to share best practice
- A commitment to In-Service Training for staff to support any student with a disability.
- Access will be provided for specialist help to occur which is reasonable and practicable.

Where physical access to the site is difficult for a prospective student, the school recognises the need to be proactive in enabling such access. The Director/ Health and safety lead will arrange for assessment to be carried out in a ground floor room and will adapt the assessment papers and/or additional support to suit the student where reasonably practicable. Where possible the timetable will be constructed to accommodate any student with a disability and considered the rooms where accessibility is easier. Students with a disability will be given additional reasonable time between lessons.

8. Disabled Students participation in the school curriculum

With consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following.

- Further development of the unified SEN and disability policy throughout to include
- Full disclosure of relevant information at transfer
- Regular meeting of teachers and senior staff to share best practice
- A commitment to in serve training for staff to support any students with a disability
- Access will be provided for specialist help to occur which is agreed at the time of placement and in liaison with the placing body.

Where physical access to the site is difficult for a prospective student the school recognises the need to be proactive in enabling such access. The Director and Executive Headteacher will arrange for assessment to be carried out in a ground floor room and will adapt the assessment papers and/or additional support to suit the student where reasonably practicable. Where possible the timetable will be constructed to accommodate any student or student with a disability and will consider the rooms where accessibility is easier. Students with a disability will be given additional reasonable time between lessons.

9. Improvements to the Physical Environment of the School

Improvement to the existing buildings will be governed by need, practicality and any budgetary considerations. There continues to be an ongoing commitment to upgrade facilities to enable all students to work in a good, comfortable and safe environment given the budget available. aid access to all.

The school will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable and necessary.

The school will, in its regular fire safety risk assessment, update any evacuation procedures. It will also consider whether a disability might compromise safety in event of a fire.

Any new building(s) will be constructed to be fully accessible to the disabled.

All new equipment purchased for teaching will be considered as to the suitability of its use by students with disabilities, and every reasonable effort made to purchase equipment that meets the need of such students in a better way than the existing equipment it replaces.

- Diffusing lights will be installed where computer use makes it necessary
- Faulty lighting will be replaced within 24 hours wherever possible.
- Promote the good practice of the 'buddy' system to help students with disability.

10. Delivery of Information to Disabled Students

Where necessary the school will provide documents to prospective parents/carers who themselves may be disabled or who have a child with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so:

- All school documents will be available in large print format if requested
- To continue to provide INSET training for staff to support them in better communication with Students with SEN or disabilities
- The school will have appropriate classroom technology to better facilitate communication to Students with SEN and disabilities. Specific attention will be given to enable:
 - Clear provision of images and text in a large print format
 - The use of high-quality audio/visual material
 - The easy dissemination of printed handouts of appropriate clarity

11. Schedule of Buildings

Broadstairs:

Main Building:

The school is a single storey building but is on three levels. There is access to each tier within the building but a student with restricted mobility may need to exit one part of the building and access the next via an external slope. The ramp will only permit entry to the Ground Floor accommodation.

Classrooms:

There is disabled access to the three main classrooms on the lower floor from the front of the building.

Those students with restricted mobility or very restricted mobility will need to enter the building from the main entrance to access the kitchen, dining room and I.T suite and interventions room.

There is a disabled toilet.

Womenswold:

Main building:

The school site is made up of a main building that comprised of two large classrooms, a small office, and toilets (separate for male and female students as well as staff. There is also access to a disabled toilet.

Outbuildings

There are five additional outbuildings which consist of a catering classroom, a timber framed building that is a Managers/Administration office, and a timber framed interventions/one to one room. You can access another timber framed classroom/studio by going down a flight of steps with handrail. Once you enter the garden area there is another timber framed building that is divided into two sections and will be a staff room and a meeting room.

12. Monitoring & Review:

We will regularly monitor the success of the plan and it will be reviewed annually by the Director and Headteacher, and the Health and Safety Lead

13. Improvement Plan

See Appendix 1 - Accessibility Plan

14. Complaints about this policy

If Cross Keys Learning employees/parent/carers are dissatisfied with any aspect of the Accessibility policy, they are encouraged to communicate this to the Cross Keys Learning Executive Headteacher in the first instance.

(enquiries@crosskeyslearning.com)

An Access Audit was carried out by the Director and SENDCo in July 2022. The following areas were identified as in need of development.

Appendix 1 Accessibility plan

Improving Physical Access

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, and parents/ carers</p>	<p>Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (student or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition.</p>	<p>As required</p>	<p>SEND objectives are in place for disabled students, and all staff are aware of students' needs.</p> <p>All staff & Trustees are confident that their needs are met. Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
<p>Maintain safety for visually impaired people</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis.</p>	<p>Annually, and as new children join the school</p>	<p>Visually impaired people feel safe in school grounds. Yellow</p>

	<p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	throughout the year	edges and flashing beacons to be monitored as needed throughout the school year.
Lunchtime in own classroom	Ensure children who need longer to eat lunch have more time during lunchtime.	Daily	All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>Daily health and safety/Fire safety checks of the school and its surroundings.</p> <p>Ensure staff are aware of need to keep fire exits clear</p>	Daily	All disabled staff and students have safe exits from school.
Whole School Evacuation	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency</p> <p>(Ensure all staff are aware of their responsibilities).</p> <p>Children to have PEEP's if needed.</p>	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.
Accessible car parking	<p>Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</p> <p>There is access into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building</p>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

Improving curriculum Access

Target	Strategies	Timescale	What will success look like?
<p>Access to learning/ in class provision</p> <p>All school visits and trips need to be accessible to all students</p>	<p>Review SEND children’s access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g., SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p> <p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	<p>On-going</p>	<p>All students have equal access to abroad and balanced curriculum</p> <p>All students are able to access all school trips and take part in a range of activities</p>
<p>Review PE curriculum to ensure PE is accessible to all students</p>	<p>Review PE curriculum to include disability sports</p>	<p>Annually</p>	<p>All students have access to PE and are able to excel, for example via support from an adult</p>

<p>Ensure disabled children can take part equally in whole school events, lunchtime and after school activities</p>	<p>Ensure whole school events can be adapted to include all Children</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</p> <p>Ensure there is a way of getting children with mobility issues/ wheelchairs to the sports hall, where sports clubs usually take place – including leaving school via the side door instead of the main front door which has steps in front</p>	<p>As required</p>	<p>Disabled children feel able to participate equally in out of school activities</p>
<p>Make sure the sports hall (External venues) is accessible</p>	<p>Keep up to date with the use of the external sports halls which are used for PE and any potential changes/ uses which could impact on the ability for a disabled child or member of staff to use the hall</p>	<p>On-going</p>	<p>Disabled children are able to use any external sports hall equally with other children</p>
<p>Ensure all staff have specific training on disability issues Communication with Parents</p>	<p>Identify training needs at regular meetings</p> <p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SENCO at any time.</p> <p>Parents meet regularly with SENCO to access further support and advice.</p>	<p>On-going</p>	<p>Raised confidence of support staff</p> <p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>

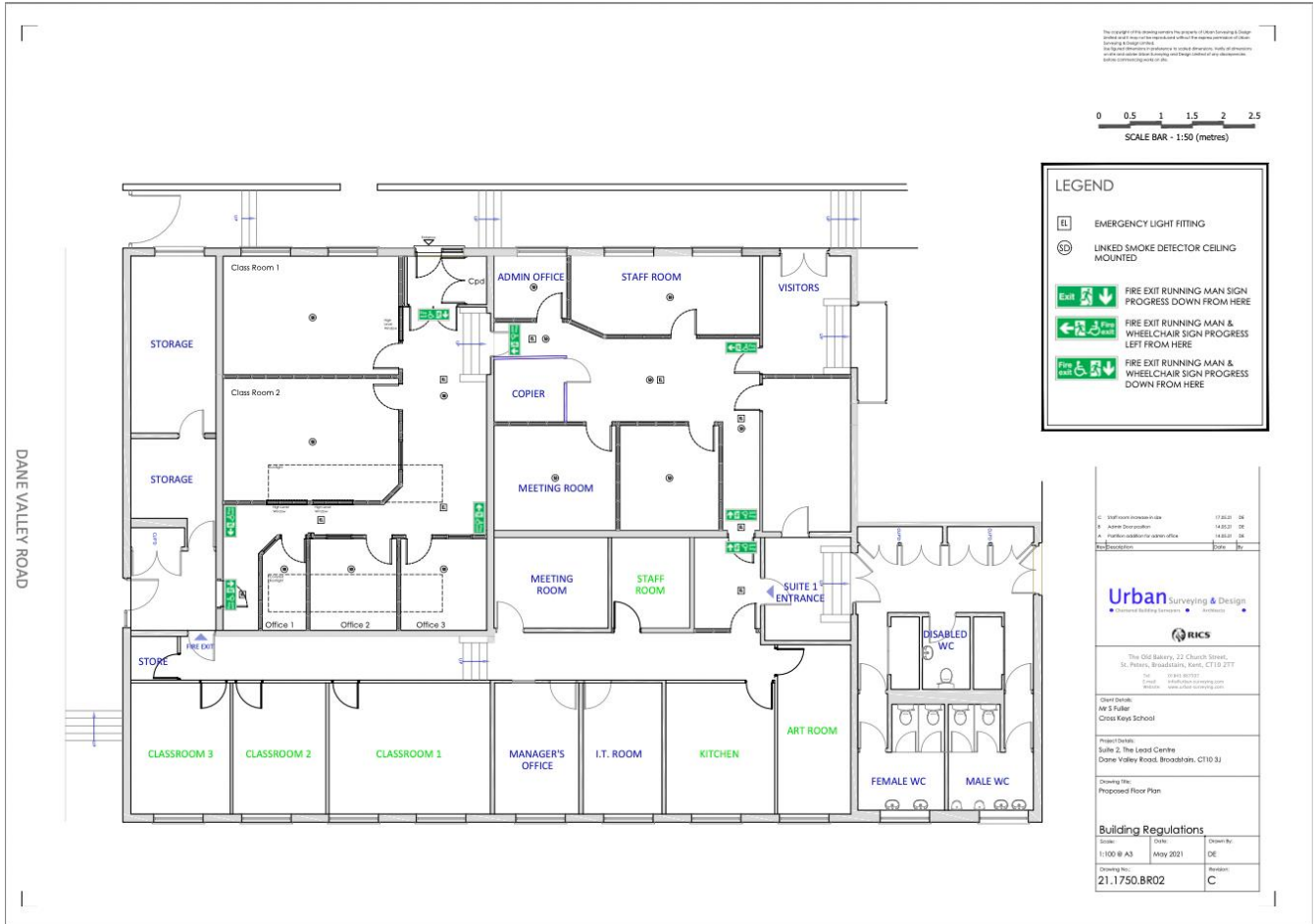
	Ensure that the annual report to parents of SEND is accessible and informative for parents		
Student Voice	Children are given opportunities to share their concerns their views and their ideas. Adaptations are made as needed	On-going	Children voice is heard and acted upon.

Written information/communications

Target	Strategies	Timescale	What will success look like?
To provide information in accessible formats	<p>To ensure that all wording in school documentation and policies continues to make provision for all members of our school community and is therefore not discriminatory</p> <p>Ensure EHCP review information is as accessible as possible</p> <p>To ensure parents/carers who are unable to attend the school can access the educational meetings</p>	<p>Review of website to ensure that all information on the website is accessible to all.</p> <p>Offer a range of differentiated review formats that allow the students view to be gathered.</p> <p>Arrangements will be made to host meetings via teams and all written information will be made available to parents/carers in advance and following meetings.</p>	<p>All students, parents/carers and other interested parties can access information in a form that they can access</p> <p>We will be aware of accessibility gaps in information delivery on the website, and through the review will ensure that our website is fully accessible to everyone</p> <p>Students and their parents/carers feel supported and included in the EHCP review process and can contribute confidently.</p>

Appendix 2 – Site maps

Broadstairs



Womenswold



The design of this development has been subject to a design statement and a design statement which will be submitted to the local planning authority for their consideration. Any comments or queries should be directed to the design team at the address below.

Floor Plan

0	Existing Structure
1	Proposed New Structure
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Urban Surveying & Design
Architectural & Design Services

RICS

The Old Bakery, 22 Church Street,
 St. Peter's, Southwold, Suffolk, C18 1TT
 Tel: 01493 84300
 Email: info@urbansurveying.co.uk
 Website: www.urbansurveying.co.uk

Client Details:
 M/S Fulbar

Project Details:
 FMS Kent Ltd,
 Womenswold, Conterbury, Kent, CT4 6HE

Drawing Title:
 Plan

BUILDING REGULATIONS

Drawn:	1:50' @ A0	Check:	July 2021	Drawn by:	MS
Drawing No.:	21.1771.PL01	Scale:		Revision:	