



The Skinners' School

Accessibility Plan

1. This Accessibility Plan has been drawn up to reflect the views of the Local Authority, students, parents, staff and governors of the Skinners' School with whom there will be further consultation after the opening of the Skinners' School on 1st September 2009. This plan covers the period from 1st September 2009 to 1st September 2012.
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Skinners' Kent Skinners' School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the Skinners' School. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the Skinners' School, adding specialist facilities as necessary. This covers improvements to the physical environment of the Skinners' School and physical aids to access education.
 - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with and without a disability are equally prepared for life. This covers teaching and learning and the wider curriculum of the Skinners' School such as participation in extra-curricular clubs and activities, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Skinners' School and Skinners' School events. The information should be made available in various preferred formats within a reasonable time frame.
4. Action Plans relating to these key aspects of accessibility will be prepared. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with other policies, strategies and documents relating to
 - Curriculum
 - Teaching and Learning
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Educational Needs
 - Behaviour Management
 - Skinners' School Improvement
 - Asset Management
 - Skinners' School Prospectus and its ethos and vision
7. It may not be feasible to undertake all of the identified works to improve physical accessibility while the Skinners' School is housed in the predecessor school's buildings. These will be addressed as far as possible within the existing accommodation and planning for the new buildings will incorporate accessibility as an integral part of rebuilding works.
8. Curriculum policies will address issues of Equality and Diversity. All governors' committees will have regard to matters relating to access.
9. The Skinners' School Prospectus and information to parents will make reference to this Accessibility Plan.
10. The Skinners' School's complaints procedure covers the Accessibility Plan.
11. The Plan will be monitored by governors through the Finance and General Purposes committee of the governing body
12. The Plan will be monitored by Ofsted as part of their inspection cycle.

Appendix A

The Skinners' Kent Skinners' School: Accessibility Action Plan Year 2009-10

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery.	Classrooms are organised for disabled students.	Guidance from specialists (Eg Hearing Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning from September 2009	Disabled students able to access learning environment more effectively.
Curriculum delivery/ Delivery of materials in other formats.	IEP targets used by classroom staff and understanding of support needs (eg additional time requirements in practical work) understood and planned for. Classroom staff have regard to sensory needs and learning styles of students (eg diagrams described and visual aids read out loud. Copies of slides and diagrams available to students).	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students.	Disabled students able to access curriculum more effectively.

Development area	Targets	Strategies	Outcome and by when	Goals achieved
School design for disabled students.	<p>Accessibility for disabled students in existing buildings improved.</p> <p>Accessibility maximised in plans for new buildings</p>	<p>Review of accessibility issues and obstacles in existing buildings.</p> <p>Plans for the new Skinners' School campus incorporate accessibility as an integral part of rebuild works.</p>	<p>Plans drawn up show clearly how disabled access will be undertaken.</p> <p>All new building will be fully DDA compatible.</p>	<p>Issues arising from the design of existing buildings reduced.</p> <p>Disabled students able to access all physical areas of the new buildings without difficulty.</p>
	<p>Signs clear and understandable for visually impaired.</p>	<p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p>	<p>New signs clear and updated as required.</p>	