



Accessibility Policy and Plan

September 2017

Date approved: 6 September 2017

Approved by: Kingston Educational Trust Board

Frequency of review: At least every three years Next review due: September 2020

THE KINGSTON ACADEMY ACCESSIBILITY POLICY

1. Introduction

This policy is drawn up in accordance with the Equality Act 2010. Schools have a statutory duty to carry out accessibility planning for disabled pupils and implement plans which aim to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

In drawing up their plans schools are expected to make reasonable adjustments to meet the needs of disabled children who might become pupils, in addition to the needs of existing pupils.

As defined by the Equality Act, a person with a disability is a person who has a physical or mental impairment that has a “substantial” and “long-term” negative effect on their ability to do normal daily activities.

Physical or mental impairment includes sensory impairments and also hidden impairments. “Substantial” means more than minor or trivial. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities such as Down’s syndrome, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, asthma or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day- to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are included from the point of diagnosis.

2. The Kingston Academy recognises its duties:

- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled people at a substantial disadvantage
- not to discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services

- to publish an Accessibility Plan.
3. We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The objective of our Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils with a disability.

4. This Accessibility Policy and Plan is made available in the following ways:
- a copy is posted on the our school website
 - paper copies are available from the school office.

The Kingston Academy Accessibility Plan

Access to the Physical Environment

Target/Issue	Action required	Timescale	Resources and responsibility	Outcome
The main school accommodation is accessible to all, with the exception of the temporary accommodation (two	Ensure that where a pupil has a physical need or disability, timetabled lessons take place in the main school building or the accessible classrooms on the lower level of the temporary accommodation unit.	Duration of the academic year 2017-18.	Assigned members of SLT for timetable arrangements	All pupils, regardless of physical need, have equal access to specialist classrooms and facilities throughout the academic year. Arrangements are made for pupils to access

<p>upstairs classrooms) at the front of the school site.</p> <p>Ensure all building works completed on the site reflects the needs of disabled users.</p>	<p>Access requirements to be an important consideration of the building works.</p>	<p>Duration of current phased building works and then ongoing.</p>	<p>SRP Lead/SENCo</p>	<p>similar facilities where this is not the case.</p> <p>The new school buildings and all future changes to them to reflect the needs of disabled users.</p>
<p>To be aware of the access needs of individual disabled pupils.</p>	<p>To create Access Plans/Risk Assessments/Personal Evacuation Plans as required for individual disabled pupils.</p> <p>To identify the needs of pupils and parents through discussions and observations and to ask for feedback with regards to any problems with access to any areas of the school from parents of children with disabilities and from parents with disabilities.</p>	<p>As required</p>	<p>School Business Manager/Facilities Manager/ Head teacher/ SENCo</p>	<p>Individual plans will be put in place for disabled pupils and all necessary staff made aware of pupils' needs.</p>

Possibility of obstructions interfering with wheelchair and other access.	Facilities Manager to monitor regularly and ensure removal of obstructions to footpaths/ramps etc	Weekly check	Facilities Manager	Footpaths/gateways etc. are kept clear and there are no obstructions to access for disabled users.
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Access to the Curriculum

Target/Issue	Action required	Timescale	Resources and responsibility	Outcome
Ensure all staff are fully aware of disability issues and create effective learning environments for all.	<p>Review staff training as necessary in disability awareness to reflect diverse needs of pupils within the school and reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Where required carefully differentiated tasks should be planned for lessons and homework.</p> <p>Ensure all classrooms and resources are organised in accordance with pupil need.</p>	Ongoing	SENCo, Head Teacher and class teachers	<p>Staff prepared and informed about how best to meet individual needs.</p> <p>All pupils engaged and included in learning.</p>

	<p>Ensure curriculum is as 'inclusive' as possible with a particular focus, initially on PE and sport.</p> <p>Investigate developing links with a special school.</p> <p>Seek feedback and input using Pupil Surveys and from parents at consultation meetings and from external agencies. Monitoring of high quality teaching, learning support and impact on progress through learning walks.</p>			
Ensure ICT appropriate for pupils with disabilities	Review accessibility of ICT (including Chromebooks and whiteboards) for individual pupils as required.	Ongoing	ICT Co-ordinator/SENCo	Pupils with disabilities fully participating in school curriculum and activities.
Increase participation in school activities	<p>Audit of participation in activities and identify any barriers.</p> <p>Ensure school activities are accessible to all pupils.</p> <p>Increase SEND voice on school council</p> <p>Seek feedback from pupils, parents, staff, external agencies.</p>	Ongoing	SENCo/Head Teacher	Pupils with disabilities fully participating in school activities.

<p>Consider and carefully plan for transition for any new pupils with disabilities.</p>	<p>Close liaison and information sharing. Where appropriate an individual healthcare plan will be put in place (see our Supporting Pupils with Medical Conditions policy).</p> <p>Where appropriate and if required, specialist ergonomic furniture will be purchased.</p>	<p>Ongoing</p>	<p>SENCo, School Business Manager/Head Teacher, Trustees, Advice from external professionals as necessary</p>	<p>Transition managed smoothly</p>
<p>Ensure the school continues to promote positive attitudes to disability.</p>	<p>Assemblies focussing on disability.</p> <p>Look for opportunities to invite people with disabilities to speak to pupils.</p> <p>Items for newsletter highlighting achievements of pupils with disabilities.</p>	<p>Ongoing</p>	<p>SENCO/Head Teacher/all staff.</p>	<p>People with disabilities are seen in a positive light.</p> <p>Pupils are educated with regards to equality.</p>

<p>Trips and Visits – all school trips (including residential trips where possible) to be accessible to all pupils.</p>	<p>Staff to plan trips/visits which will be accessible for the whole year group, making arrangements including risk assessments for the inclusion of pupils with disabilities.</p> <p>Healthcare advice to be sought as necessary.</p>	<p>Ongoing</p>	<p>SENCO/Class teachers Educational Visits Coordinator/Head Teacher</p>	<p>Children with disabilities are not excluded from activities.</p>
<p>Access to during/after school clubs</p>	<p>Ensure disabled pupils can take part in during/after school activities. Audit participation in clubs and identify any barriers. Seek feedback from pupils, parents, staff, external agencies.</p>	<p>Ongoing</p>	<p>SENCO/PE Coordinator Club leaders/outside agencies providing clubs</p>	<p>Children with disabilities are able to join school clubs if they wish.</p>

Access to information

Target/Issue	Action required	Timescale	Resources and responsibility	Outcome
<p>Consider availability of and access to information to blind and sight/hearing impaired stakeholders where necessary.</p>	<p>Regular assessment of needs. Regular consideration to font/size/typeset of school correspondence and homework/requirement for audio formats. Seek feedback from pupils, parents and external agencies.</p>	<p>Ongoing</p>	<p>School Business Manager/SENCo/Head Teacher</p>	<p>Blind sight/hearing impaired stakeholders to have access to information</p>
<p>Visibility of information (including signage) on display in school</p>	<p>School signage will be large enough (large font) and at a height which can be read easily by all pupils and visitors including those in wheelchairs. School signs will make clear where access points and exits points are including disabled signs and disabled toilets</p>	<p>Ongoing</p>	<p>School Business Manager/SENCo/Head Teacher</p>	<p>Visually impaired pupils and other stakeholders and those in wheelchairs can access information displayed around the school.</p>

The school occupies newly refurbished accommodation and from autumn 2018 it will also occupy a new building currently under construction. For the duration of these works this plan will be reviewed annually, or sooner if required by the changes to the school's physical environment, by Kingston Educational Trust.

Approved and adopted on 6 September 2017.

Next review due September 2018

.....Date:
Peter Mayhew-Smith, Chair

.....Date:
Sophie Cavanagh, Head teacher