

UNITED SCHOOLS TRUST

Kingsteignton School



ACCESSIBILITY PLAN

Aiming Higher, Achieving More, Together!

The United Schools Trust and Kingsteignton School strive to ensure that the culture and ethos of our school is such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

From October 2010, the Equality Act has combined all previous acts relating to discrimination, into one, more encompassing area. This means that although the Disability Discrimination Act 2005 (DDA) has been superseded by the Equality Act, the Disability Equality Duty in the DDA continues to apply. 1.2 In accordance with the legislation and the Single Equality Policy, the United Schools Trust takes steps to advance equality of opportunity within the Trust by taking reasonable and necessary steps to meet student's needs by using a variety of approaches and planning reasonable adjustments for disabled students. We aim to enable students with disabilities to take as full a part as possible in all the activities of the Trust. This should take in to account their individual strengths and needs and should allow each child to fulfil their potential.

Definition of Disability:

- A person has the protected characteristic of disability if they have a physical and/or mental impairment, which has what the law calls "a substantial and long - term adverse effect on their ability to carry out normal day - to - day activities".
- There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. Examples include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long - term requirement is met.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia are covered.
- According to the Equality Act 2010 the test to apply to decide if someone has the protected characteristic of disability are:
 - the length of time the effect of the condition has lasted or will continue: it must be long term.
 - the effect of the impairment is to make it more difficult and/or time - consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy

- Admissions Policy/criteria
- School Improvement Plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN Policy
- Exclusions

Aims

The United Schools Trust and Kingsteignton School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- by examining our library and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit.
2. As a result of the audit, we shall, if necessary:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Principal.
3. The Trust will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

4. The school will set up a working party to monitor and further develop good practice.

Monitoring

The United Schools Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.
(Essentials are in **Bold** type).

We will monitor :

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles/subject
- SEND Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Homework Clubs
- **Selection and recruitment of staff**
- **Trust representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on the PTA/Friends, attendance at parents' evenings, in the classroom, school productions, sports days, fetes etc).

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils.
(Issued to all schools in June 2002, DfE Publications)

Schools Disability Code of Practice (Disability Rights Commission (DRC))

SEN Code of Practice (DfE)

DfE Guidance on Inclusive Schooling (DfE)

National Curriculum 2000 Inclusion Statement (DfE)

DfE: Access for disabled people to school buildings (BB91) (The Stationary Office)

Useful telephone numbers:

Disability Rights Commission 0207 828 7022 DRC Helpline 0845 622 633
DfES Publications 0845 602 2260
Ofsted Publications 020 7510 0180
QCA 021 8867 3333

Creating an Access Plan

The following plan has been produced after reviewing existing plans (in particular refurbishments and arrangements and SEN policy), looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. The school will monitor the implementation of the plan and to keep under review the access needs of the school.

Targets Strategies Outcome Timeframe Goals Achieved

Short Term

None

Medium Term

There are no children with the need for written material in alternative formats at present although some children require text to be printed on a different coloured paper (eg blue). However, we will make ourselves aware of the services available through the LA for converting written information into alternative formats when this becomes necessary.

If needed the school will provide written information in alternative formats for children and/or disabled parents.

No children have the need for visual aids at present and the internal areas are painted with appropriate colour schemes as the school is a new build. Alternative window blinds, if found to be more suitable to children with vision impairment, will be sourced to replace existing blinds.

As Kingsteignton School is a very new purpose-built school, accessibility arrangements are excellent including ramps and lifts thus making the school accessible to all.

Specialist training will be sought, if necessary, should any pupil join the school with a specific need. This will allow teachers to more fully meet the requirements of any disabled children's needs with regard to accessing the curriculum.

Long term

There are no long-term improvements required at present or for the foreseeable future. This will however be regularly reviewed.

The Trust will review this Accessibility Plan every three years.

ACCESSIBILITY PLAN

Members of staff responsible:

Penny Fitch

This Plan can also be made available in alternative formats upon request to the school.

Policy Approved:	July 2023
Next Review:	July 2026

Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?
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Short Term

Not applicable	New school build				

Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?
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Medium Term

Not applicable					
Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?

Long Term
