



Part of



# **Disability Access Plan for**

## **Knutsford Academy**

## **Cheshire Studio School**

<b>Policy lead:</b>	<b>Chris Leigh - Assistant Headteacher</b>
<b>Last review date:</b>	<b>September 2020</b>
<b>Next review date:</b>	<b>September 2023</b>
<b>Approval needed by:</b>	<b>Headteacher</b>

## Disability Access Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

This policy has been reviewed with due regard to the governing body's statutory requirements under the Equality Act 2010.

At Knutsford Academy and Cheshire Studio School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are also committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

All teachers are aware of the need to focus on removal of barriers in every area of the life of the school including adapting curricular materials to particular students' needs. Access issues are considered when arranging meetings by communication with parents.

The Accessibility Plan contains relevant and timely actions to:-

- Increasing the extent to which disabled students can participate in the school curriculum; Improving the physical environment of the school to enable disabled students to take better advantage of education and associated services
- Improving the availability of accessible information to disabled students.

### **Monitoring, evaluation and development of the Accessibility Plan**

A full review of the Accessibility Plan takes place every 3 years. There is annual monitoring and evaluation of the priorities set out below.

Signed \_\_\_\_\_ (Executive Principal)

Signed \_\_\_\_\_ (Chair of Governors)

Date \_\_\_\_\_

## Accessibility Plan Priorities 2020-2023

### Aim 1 – to increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with disability.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Forward planning for pupils with disabilities in the next academic year's intake.	Liaise with feeder Primaries to review potential intake for new academic year	To identify pupils who may need additional to or different from provision for new academic year.	Ongoing 2020/23	Procedures/equipment/ideas in place by for each new year
Keep up to date on a regular basis with any policy changes and react accordingly.	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2020/23	All policies to clearly reflect inclusive practice and procedure.
Close liaison with parents.	To establish close liaison with parents	To ensure collaboration and sharing between the school and families.	Ongoing 2020/23	Clear collaborative working approach.

### Aim 2 – to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Improve physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of both sites.	Improved access, lighting and colour schemes and more accessible facilities, fixtures and fittings.	Ongoing	Access for all
Ensure all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of IEP process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings</li> </ul>	Greater engagement with the curriculum and school life for all	Ongoing	Enabling needs to be met where possible.
Ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> <li>• Use disabled parking spaces for disabled drop off and collection of students</li> <li>•</li> </ul>	Improved access to the building	Ongoing	To ensure disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.

Ensure suitable facilities are provided for those with hearing loss	Assess available options from a portable loop system to a fully wired system.	Provision of loop system for those who require one	Ongoing	Full inclusion of partially deaf pupils, staff and visitors.
Signage and lighting	Identify areas to be improved, obtain funding and take remedial action.	Better visibility and direction.	Ongoing on an annual basis as funds allow	Appropriate signage and lighting
Doors	Upgrade and fit electric doors in key locations	Provide easier access for ambulant disabled	Work already completed to main entrances at Bexton Road site and the Studio School. Modifications at Westfield Drive when funds allow	Suitable entrances and exits
Stairs and movement within all buildings	To identify where passenger and platform lifts are feasible, prioritise, obtain funding. Build in to appropriate funding bids.	Access to all parts of the building.	When adequate finance or funding becomes available.	Access for all.
Fully compliant buildings and site	Identify physical barriers requiring significant capital funding and build into capital bid process.	Remove all physical barriers.	Ongoing	Fully accessible buildings and site.

**Aim 3 – to improve the delivery of information to disabled pupils and parents.**

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Parents with visual/hearing impairment	Regular communication with parents. Interpreter provided for parents' evening, shows and functions. Majority of communications are sent via email in an accessible font and font size.		Ongoing	Two way communication in place for all.
To ensure all children with ASD have access to the curriculum.	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children.		Ongoing	ASD pupils to be able to access curriculum.
Ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> <li>Arrange interpreters from the RNID to communicate with deaf parents</li> </ul>	Provision of loop system for those who require one	Ongoing	To ensure disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.

	<ul style="list-style-type: none"> <li>• Offer a telephone call service to explain letters home to parents</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>			
Regularly review pupils' records ensuring staff fully aware of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>• Records passed to each class teacher.</li> <li>• Annual reviews</li> <li>• IEP meetings</li> <li>• Medical forms updated annually.</li> <li>• Personal health plans.</li> <li>• Significant health problems – pupil's photos displayed on staffroom notice board.</li> </ul>		Annually	All teaching and staff members to be aware of disabilities of children in their classes.
In-house record system to be reviewed and improved where necessary.	Record system to be reviewed.	Better visibility and direction.	Continually review and improve.	Effective communication of information about disabilities throughout the schools.