

Accessibility Plan
The Kingsway School



THE
KINGSWAY
SCHOOL

Approved by: _____ **Date:** September 2019

Last reviewed on: September 2019

Next review due by: September 2020

Statement of Intent

This plan outlines the proposals of the governing body of The Kingsway School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Signed by

Head Teacher

Date:

Chair of Governors

Date:

Next review date: _____

Contents:

1. Statement of intent
2. Introduction
3. Planning Duty 1
4. Planning Duty 2
5. Planning Duty 3

Introduction-

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Teaching and Learning Committee of the Governing Body.

Definitions of SEND-

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate

discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)

- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The school's admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Information Report

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favorably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

- The school building is majority accessible for pupils with moderate physical difficulties
- The outside play areas are flat and completely accessible
- There is a toilet and shower for disabled pupils.
- Mainstream Learning Support Assistants support a range of pupils
- The school is generally well-equipped with a range of learning aids and specific equipment.
- The SENCO and pastoral staff support a range of vulnerable pupils and their families.
- There are a number of trained first aiders.
- There are intervention lessons for literacy and numeracy
- Students who have EAL are well supported

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher, Raising Standard Leaders and Pastoral Heads of Year. The assessment of those with SEND and/or a disability takes place on a regular basis

Commented [r1]:

according to level of need) with the SENCO and relevant staff. This can be in the format of annual review, informal meetings, telephone calls or information from outside agencies. All LAC students have termly PEP meetings.

The Senior Deputy Head has the overview and pastoral heads of year maintain a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Completion/ Outcome	Review Date
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Effectively deploy LSAs and RSIAs to support students enabling them to access the curriculum.</i></p>	<p>Short term: Roles and responsibilities of support staff to continue to be in line with current research finding</p> <p>High demand for transportable ICT/word processing equipment as current devices are outdated</p>	<p>Revise the roles and responsibilities of support staff.</p> <p>ICT technicians research resources fit for the purpose</p>	<p>Headteacher / Department line manager/SENCO/ Resourced School manager.</p> <p>ICT technicians / I&D staff</p>	<p>September 2019</p> <p>Learning is supported effectively. SEN students make progress, increasing independence.</p> <p>LSAs now departmentalised for responsibilities/ links</p> <p>September 2019</p> <p>LSA manager appointed to provide a strategic impact to support</p>	<p>July 2020</p> <p>July 2020</p>

<p><i>SEN links with mainstream teachers to ensure the SEN department has up to date knowledge of the curriculum.</i></p> <p><i>A comprehensive pen portrait of SEN students can be assessed by all teachers and support staff.</i></p> <p><i>The effective use of tailored IPP strategies</i></p> <p><i>Resource students are fully supported to access the curriculum at their level.</i></p> <p><i>Short-term, modified and tailored curriculum for low ability students.</i></p> <p><i>Literacy and numeracy interventions to increase skills to enhance ability to access the curriculum.</i></p>	<p>Medium term: Some subject staff may not have the skills/knowledge to support pupils with SEND</p>	<p>INSET provided to staff members – January 2018.</p>	<p>External advisors / SENCO / I&D team</p>	<p>offered to SEND students.</p> <p>September 2019</p> <p>Staff members have the skills to support children with SEND.</p> <p>Consisting of, LSS, BSS and EP</p> <p>Carousel</p> <p>CATCH meetings</p> <p>Ongoing SEN INSET training</p>	<p>September 2020</p>
	<p>Some support staff are not up-to date with current guidance/law on the effective support of students with SEND</p>	<p>INSET provided to staff members</p> <p>Lack of functional ICT skills addressed within the curriculum</p>	<p>External advisors / SENCO / I&D team</p> <p>HOD ICT/ SENCO</p>	<p>September 2019 – ongoing</p> <p>Students with SEN make academic progress with increasing independence</p> <p>Whole School SEND INSET</p> <p>Consisting of, LSS, BSS and EP</p>	<p>July 2020</p> <p>July 2020</p>

		<p>Students performing in the 'well below average' range cannot keep pace with the ICT KS3 curriculum</p>	<p>Training of support staff in ICT curriculum</p>	<p>HOD ICT/ SENCO</p>	<p>Carousel</p>	
		<p>Some students arrive at secondary school performing well below a functional reading age</p> <p>Long term:</p>	<p>Assessment of reading/ spelling using standardised reading tests. Effective 1:1 / small group reading programmes in place</p>	<p>English department in collaboration with I&D</p>	<p>September 2019</p> <p>Students with SEN have basic ICT skills to form a foundation upon which to build upon in the ICT curriculum .</p>	<p>July 2020</p>
		<p>Long term:</p> <p>Pupils with SEN performing in the 'well below average' range cannot access the GCSE curriculum</p>	<p>Research alternative KS4 qualifications</p>	<p>Head teacher / SLT / SENCO</p>	<p>Summer 2019</p> <p>Reading and spelling progress is tracked and programmes shown to be effective. Non-readers reach a functional reading age.</p>	<p>September 2019</p> <p>Spring 2020</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required but within the parameters of a split site location.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Access to Resource center</i> • <i>Sensory needs supported e.g. ear defenders providers</i> 	<p>Short term: The extent of the barriers of the school's physical environment and its accessibility to people with mobility difficulties needs further investigation.</p>	<p>Audit of physical environment.</p>	<p>Site manager Building surveyors</p>	<p>September 2019</p> <p>School is aware of accessibility gaps to its physical environment and develops medium and long term plans to improve physical accessibility</p>	<p>Annually</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>Close links with SSS</i> 	<p>Short term: Relevant staff are unclear as to the extent of access to information by all.</p> <p>Students with SEN/organisational difficulties to not get written communication (E.g. news letters to parents/carers)</p>	<p>Audit of information delivery procedures.</p> <p>Letters to be .</p> <ul style="list-style-type: none"> •Posted •Given to student followed up with text to parent 	<p>SENCO / ICT Manager</p>	<p>School is aware of accessibility gaps to its information delivery procedures.</p> <p>Parents/ carers are informed of school news and events therefore able to take a full</p>	<p>Summer 2020</p> <p>July 2020</p>

	<ul style="list-style-type: none"> Regular and up to date training 	<p>Medium term: Some parents do not know how to help their children who have learning difficulties</p> <p>Parents or students with visual impairment are unable to access school information.</p> <p>Long term: Some Resourced School student's families feel isolated and have limited social opportunities outside school</p>	<p>•Information sent via email</p> <p>Incorporate advice and guidance sessions in open /parent evenings.</p> <p>Braille/ audio communication of school information /news letters</p> <p>Informal parent / student gathering to introduce families and continue friendships</p>		<p>part in in the school life</p> <p>News letters</p> <p>School website</p> <p>Twitter</p> <p>Facebook</p> <p>Parents/carers are able to support at home with learning.</p> <p>Parents and students are able to alert the school of their requirements. The school will assess and respond.</p> <p>Families of students with Severe and complex difficulties feel less isolated and feel supported by others experiencing similar issues</p>	<p>Summer 2020</p> <p>Summer 2020</p> <p>Summer 2020</p>
--	---	---	--	--	--	--

		Some parents of pupils with SEND are unable to access up-to-date information on SEN reforms	Informal parent gatherings with an informative purpose		Termly coffee mornings Information sent home regarding CADS Parents carers of pupils with SEND feel informed or know where to access up-to-date guidance on SEND 2014 Coffee mornings School website Parents evening	Summer 2020
--	--	---	--	--	---	-------------

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by [the governing board/committee name/governor name/the headteacher].

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				