

# Accessibility Plan

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our approach to equality is based on the following seven key principles:

- 1. All learners are of equal value.** Regardless of disability, ethnicity, culture, national origin or national status, gender and gender identity, religious or non-religious affiliation or faith background and their sexual orientation.
- 2. We recognise, respect and value differences and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils,** and take reasonable adjustments to ensure their needs are met. We aim to improve the quality of education for all groups of pupils and raise standards across the whole school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan; this includes working with organisations such SENDIAS, The KIDS Network, Chance UK, and the National Autistic Society. Camden Learning are also committed to ensuring equality, diversity and inclusion in all Camden Schools.

Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility at the Academy, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities. 4

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action Plan and Equality Objectives

Aim	Current Good Practice	Objectives	Actions to be taken	Date of Completion	Success Criteria
<p><b>Ensure access to the curriculum for pupils with all needs, disabilities and health/medical needs.</b></p>	<p>The Academy offers a tailored curriculum for all pupils which incorporates adaptive learning.</p> <p>Customized resources are used to support pupils who need assistance in accessing the curriculum.</p> <p>Curriculum materials and texts within the Academy include examples featuring individuals with disabilities.</p> <p>Progress in the curriculum is monitored for all pupils including those with disabilities, through assessments and pupil progress review meetings.</p> <p>Effective and appropriate targets are established for</p>	<p>Ensure that opportunities to 'catch up' are provided for pupils who miss school for medical appointments, hospital visits.</p> <p>The NGL lead, pastoral and SEND teams support the class teacher in providing learning opportunities and engagements for pupils who are required to spend time away from school or during hospital stays where applicable.</p> <p>Ensure lessons, assemblies, whole school activities and resources are accessible to all.</p>	<p>Teachers/HLTA or a deployed member of staff to support pupils who have been absent to catch up where necessary.</p> <p>Further support through intervention, home learning and online platforms are provided for those who have long-term absence because of a medical condition (where applicable).</p> <p>School to work alongside</p>	<p>23/24 academic year</p> <p><b>By Who?</b></p> <p>Facilities Team</p> <p>SENDCos</p> <p>Pastoral Lead (Medical and health care plans)</p> <p>Any other health professionals</p> <p>SLT</p>	<p>The gaps for pupils with SEND and/or medical needs will reduce.</p> <p>Pupils will make progress from their starting points across the school year.</p> <p>The planned curriculum overhaul will successfully meet the needs of all pupils including those with SEND/Medical needs.</p> <p>The curriculum is inclusive and represents the diverse community at the Academy.</p> <p>The curriculum will continue to be accessible to all pupils.</p>

	<p>pupils with a wide range of needs/medical needs.</p> <p>The current curriculum is undergoing a major review to ensure it continues to meet the needs of all pupils.</p>	<p>All trips whether within the local community or further afield are accessible for pupils with SEND and/or Medical needs.</p>	<p>external professionals to provide any additional input for pupils with SEND or medical needs as required (carry over sessions)</p> <p>Learning walks, curriculum reviews, appreciative enquiries, monitoring etc. take into account diversity and inclusivity at the Academy.</p>		
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<p><b>Continually review and maintain access to the physical environment</b></p>	<p>The environment of the Academy has been built for the needs of all pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Lifts</li> <li>● Corridor width and colour contrast visuals</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves,</li> <li>● desks and workstations at wheelchair accessible height</li> </ul>	<p>Ensure pupil/staff/visitors are given access to disabled parking if required.</p> <p>Ensure at least one lift is always working.</p> <p>Termly fire/ evacuation drills and assessment reports.</p>	<p>Disabled pupils transport plan discussed with the Inclusion Manager, SENDCos or external professionals before a child starts at the Academy – if drop off required by car, the Academy will liaise with KX estate to organise.</p> <p>Facilities team to inform KX estate if disabled parking is required directly in the parking bays / drop off area in front of the school building. This information will be shared with visiting Facilities team to monitor the maintenance of</p>	<p>As above where applicable</p>	<p>The school building will remain fully accessible for all pupils.</p> <p>Appropriate transport plans will continue to be in place to support those pupils with SEND/Medical needs to attend school.</p> <p>Fire drills / evacuation plans to be practiced on a regular basis and equipment used to evacuate disabled pupils and staff are used effectively.</p> <p>The whole school community is able to evacuate the building within the nominated time.</p>
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			internal and external lifts. Facilities team to ensure key members of staff receive up to date training for the evacuation of disabled pupils and staff members.		
<b>Improve the delivery of information to pupils and parents with a range of needs/disabilities/languages</b>	<p>The Academy uses a range of communication methods to ensure information is accessible.</p> <p>This includes: (where applicable)</p> <ul style="list-style-type: none"> <li>• Clear Internal signage</li> <li>• Large print resources</li> <li>• Dual language information</li> </ul>	<p>Ensure information is equally accessible to parents/staff or pupils in both KCA and FBS.</p> <p>Ensure policies are accessible in both English, BSL and other languages when required.</p>	<p>Recruitment of staff with BSL or opportunities for staff to gain BSL level 1 qualification.</p> <p>Professional development and CPD to support parents with SEND</p> <p>Utilize the range of languages spoken at the</p>	As above where applicable.	<p>Communication at the school is fully accessible to the whole school Community.</p> <p>The whole school community will have full access to all communications including:</p> <p>(where applicable) Dual language Easy read Braille BSL recorded</p>

	<ul style="list-style-type: none"> <li>● Information via online platforms (Seesaw)</li> <li>● Newsletters</li> <li>● Opportunities for parents and carers to attend training via the digital leader.</li> <li>● Braille</li> <li>● Induction loops/sound fields</li> <li>● Pictorial or symbolic representations, e.g. sign graphics             <ul style="list-style-type: none"> <li>● Interpreters for the languages present at the school. Most communication are sent out electronically with the option of paper copies if required.</li> </ul> </li> </ul>		<p>Academy to promote our offer.</p> <p>Liaise with organisations such as SENDIAS to promote communications for all.</p>		<p>Through seesaw online platform Via the KCA website KCA fortnightly newsletter</p>
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#### 4. Individual Action Plans/Pupil Passports

Where applicable, each individual with a disability also has a Targeted Action Plan (TAP) and/or Pupil Passport in place that is monitored by the Academy's Inclusion Manager and SENDCo team. The plans and actions are reviewed on a termly basis to ensure full accessibility while the pupil attends the Academy.

## 5. 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 Conditions for Learning Committee and ratified by the Full Governing Body.

## 6. Links with other policies

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

- KCA Equality Diversity and Inclusion Policy
- KCA SEN/D policy
- KCA Supporting Pupils with medical conditions policy
- KCA Health and Safety Policy
- KCA Code of Conduct
- KCA Disciplinary Policy and Procedure
- KCA Grievance Policy and Procedure
- KCA Pay Policy
- KCA Whistleblowing Policy
- KCA Data Protection (GDPR) policy

## 7. Document Control

<b>Ratified by Governors:</b>	November 2023
<b>Date for Review:</b>	November 2026

