

**KINGSWAY
COMMUNITY TRUST

ACCESSIBILITY PLAN**

June 2021

School Accessibility Plan

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

Kingsway Community Trust has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our Trust promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

Kingsway Community Trust are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The Trust Board will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

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.

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.

It is a requirement that the Trust's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the schools within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the Trust will address the priorities identified in the plan.

Accessibility Plan & Disability Equality Scheme Activities

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.				
Target	Outcome	Timescale	Responsible	Monitoring & Evidence
Review the outcomes from Nursery/Reception home visits to identify and assess pupils who may need additional to, or different from provision.	Procedures/equipment / ideas set in place by September	September, annually	HOS EYFS Lead	
Establish close liaison with parents To ensure collaboration and sharing between school and families.	Clear collaborative working approach	Continually ongoing	EHT All Teachers	
Establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues. To ensure collaboration between all key personnel.	Clear collaborative working approach	Continually ongoing	EHT TAs Outside Agencies	
Training and awareness raising of disability issues for staff, trustees, governors, parents and pupils	Whole school awareness of the issues relating to access within the school		Executive Head	Training records
To ensure full access to the curriculum for all children. Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Pupils with disabilities can access ICT equipment available in school to support their learning	Continually ongoing	Teachers SENCO Special school Ed Psych	Audit ICT equipment shows needs are being met. Children have access to ICT equipment to help them with their work

To finely review attainment of all SEN pupils.	Progress made towards IEP targets. Provision mapping shows clear steps and progress made.	Termly	Class teachers SENDCO	SENCO/Class teacher meetings/Pupil progress. Scrutiny of assessment system Regular liaison with parents.
To monitor attainment of Able, G & T pupils. Able G&T booster groups/activities . Review and Monitor Able G&T list.	Able G&T children making proportionate progress. Achieving above average results.	Ongoing	Able G&T co- ordinator Class teachers	
To promote the involvement of disabled students in classroom discussions/activities. To take account of variety of learning styles when teaching. Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan training will be given for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons. 	Variety of learning styles and multi- sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Continually on going	Whole school approach	Learning walks Health & Safety works
All out of school activities are planned to ensure the participation of the whole range of pupils. School visits are made accessible to all pupils, irrespective of attainment and impairment	All pupils have access to school visits All out of school activities will be in an inclusive environment with providers that comply with all current and future legislative requirements	Continual on going review	Teachers	

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.

Target & Strategy	Success Criteria	Timeframe	Responsible	Monitoring & Evidence
<p>Improve physical environment of school environment.</p> <p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p> <p>Ensure that all pupils in wheelchairs can move around the school</p>	<p>Enabling needs to be met where possible.</p> <p>All children and adults in wheel chairs can access all part of the school</p>	<p>Carry out audit of need, if need arises.</p> <p>Carry out risk assessment, if need arises</p>	<p>Executive Head SENDCO</p>	<p>Health & Safety walk round</p> <p>All children and adults in wheelchairs can access all parts of Trust schools.</p>
<p>Ensure Personal Emergency Evacuation plans cover pupils and adults with a disability</p>	<p>Staff are aware of all Personal Emergency Evacuation plans and routes from their classrooms for vulnerable pupils</p>	<p>Reviewed annually</p>	<p>Executive Head All Staff SENDCo</p>	<p>Record of fire drill practices Fire evacuation plan monitored annually or as needs change</p>
<p>Ensure visually stimulating environment for all children.</p> <p>Colourful, lively displays in classrooms and inviting role play areas.</p>	<p>Lively and inviting environment maintained.</p>	<p>Continually on going</p>	<p>Teaching and non teaching staff</p>	<p>Learning walk</p>
<p>Ensuring all with a disability are able to be involved.</p> <ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	<p>Enabling needs to be met where possible.</p>	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non teaching staff</p>	

<p>To ensure that the medical needs of all pupils are met fully within the capability of the school. To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>		<p>With immediate effect to be constantly reviewed.</p>	<p>EHT HOS Occupational health</p>	
<p>Ensuring disabled parents have every opportunity to be involved.</p> <ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children. • Arrange interpreters from the RNID to communicate with deaf parents. • Offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents. 	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.</p>	<p>With immediate effect to be constantly reviewed.</p>	<p>Whole school team.</p>	
<p>To improve community links. School to continue to have strong links with schools in the local area and the wider community.</p>	<p>Improved awareness of disabilities/the wider community and the world and their needs. Improved community cohesion.</p>	<p>Continually on going</p>	<p>SLT All Staff</p>	
<p>Continue to develop playgrounds and facilities. Look for funding opportunities.</p>	<p>Inclusive child-friendly play areas</p>	<p>Continually on going</p>	<p>Whole school approach</p>	
<p>To ensure driveway, roads, paths around school are as safe as possible. Communication with parents via safety messages /letters/walk to school week. Bikeability for Year 6 children.</p>	<p>No accidents</p>	<p>Cotinually On going</p>	<p>PSHE Co-ordinator SLT</p>	

Aim 3 - To improve the delivery of information to disabled pupils and parents.

Target & Strategy	Success Criteria	Timeframe	Responsible	
To ensure all children with ASD have access to the curriculum. Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	ASD children able to access curriculum	Continually On going	All staff to be aware	
To enable improved access to written information for pupils, parents and visitors. <ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. Provide information in a range of formats including website access 	Information to be shared can be found in wide range formats and on the website	Continually On going	Executive Head, Admin team	Feedback indicates delivery of school information to parents/carers/ school community improved
To review children's records ensuring school's awareness of any disabilities. Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings Annual reviews IEP meetings Medical forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	Each teacher/staff member aware of disabilities of children in their classes	Continually on going	Class Teachers SNAs Outside agencies	Annual updates
To review information from parent/carer questionnaires and make provision for any additional needs that have been identified			SLT Office staff	

To review staff records ensuring schools awareness of any disabilities.			SLT Office staff	
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected Record keeping system to be reviewed.	Effective communication of information about disabilities throughout school.	Continual review and improvement	Assessment Co-ordinator SLT	
Ensure that parents/carers who have a disability can receive information and report by an alternative method	Specific arrangements made to meet identified needs	Continual review and improvement	Executive Head Admin team	Feedback indicates delivery of school information to parents/carers/ school community improved