

The King's Academy



Accessibility Plan

Date: February 2020

Review: February 2023

Accessibility Plan (February 2020 – February 2023)

Purpose and Scope of the Accessibility Plan

The purpose of this plan is to show how The King's Academy intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities. The accessibility plan also covers the delivery of information to parents and visitors with disabilities.

Definition of disability

As defined in the Equalities Act (2010) a person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND policy.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

The King's Academy:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

Context

In addition to mainstream students with SEND, The King's Academy has two additionally resourced provisions (for students with Vision Impairment and Deaf/Hearing Impairment) and a SEND Unit for students with Higher Learning Needs.

Staff at The King's Academy work with a number of external services and agencies to agree the most appropriate support for students with disabilities and protected characteristics. These include; Sensory Teaching Advisory and Resources Service (STARS), Speech and Language Therapy, Occupational Therapists and Physiotherapists and the Ethnic Minority Achievement Team (EMAT).

Increasing Access for disabled pupils to the school curriculum

The King's Academy provides all pupils within our mainstream with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The following provisions/adaptations are routinely provided to ensure access for students with SEND:

- Differentiated advice and strategies for students with SEND are provided on personalised SEND Support plans for teaching and support staff to follow.
- Differentiated resources including visuals, appropriate literacy levels and accessible layouts
- Printed handouts of slides or information presented on the board
- Access arrangements
- Students are provided with access to technology, as appropriate, to ensure access to the curriculum. This includes use of laptops and reading pens
- Homework club provision is offered to support students, as needed
- A range of interventions including; Literacy, Subject specific interventions, Handwriting, Phonics, Emotional Literacy Support provided by trained ELSAs (Emotional Literacy Support Assistants)

Further provision and support (such as Learning Support Assistants) are provided according to student need.

Students with a placement in our Additionally Resourced Provisions (Vision Impairment and Deaf/hearing impairment) follow our mainstream curriculum with access to modified resources as appropriate. Modified resources include tactile resources such as Braille, Large print, electronic resources, visual resources, videos with subtitles etc. Students benefit from specialist teaching from our Qualified Teacher of the Visually Impaired (QTVI) and our Teacher of the Deaf (ToD)

Students with a placement in our Higher Learning Needs SEND Unit follow a modified curriculum leading to Entry Level Qualifications.

Priorities for development include:

- Continually reviewing our extra-curricular and enrichment provision, (including Activities Week) to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences which promote similar development of

knowledge and understanding. This review happens annually, to take into account the needs of our new students.

- Undertaking a Curriculum Review to ensure that all students are able to access the curriculum in full

Improving access to the physical environment of the school

The King's Academy is a fully accessible setting. Accessibility features of our site are listed below:

- Elevator access to the first floor (two elevators within the building)
- Accessible toilet and changing facilities, including an overhead hoist
- Disabled access to all classrooms, communal and eating areas
- Wheelchair accessible academy mini bus
- Use of specialist furniture such as height adjustable tables

In addition, teachers are given advice on how arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school visits and during Activities Week.

This is to be further enhanced by:

- Assessing the safety needs for students and staff as they start at the academy. This will inform further modifications as reasonably practicable
- Increasing links and liaison with health professionals regarding medical needs and support available for students
- Requirements of Equalities Act and the needs of students and staff will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand academy facilities

Improving the delivery of information to students, staff, parents/carers and visitors

- Students, staff members and visitors with vision impairment have access to preferred formats e.g. Braille, large print, electronic formats
- For students within our DHI Additionally Resourced Provision, we provide access to British Sign Language via our Learning Support Assistant with an appropriate level of BSL experience and qualifications
- We will accommodate parents with a disability or other needs to the best of our ability by providing additional services as needed e.g allocating a key member of staff to communicate essential information where literacy is a barrier or offering text/written communication to parents who are Deaf/hearing impaired.
- Students are provided with access arrangements as appropriate, including the use of reading pens, reader or computer reader

This is to be further enhanced by upcoming improvements to the accessibility of our website and exploring the further use of digital technologies to improve access.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Strand 1: Improving the Physical Environment Objectives	Actions	Outcomes	Monitored / Actioned by
All new build work and alteration to existing buildings will consider the needs of people with a disability and or sensory impairment	<ul style="list-style-type: none"> • Audit needs as part of any arising site works (School Access Audit Checklist to be completed) 	Improved access to site with full access to all parts of the academy (including extensions and modifications)	SLT, MBO
Improve access to accessible toilets for all students and staff.	<ul style="list-style-type: none"> • Review use of accessible toilets and medical room annually, to take into account needs of students and staff new to the academy and the total number of users. • Use of accessible toilet in PE area for students 	All students and staff are able to access facilities as appropriate	SEND team
Use of more inclusive signage for accessible toilet to consider the needs of all students/staff and visitors	<ul style="list-style-type: none"> • Change of signage 	Academy has appropriate, inclusive, and accessible signage.	JMC,

Strand 2: Improving access to the curriculum Objectives	Actions	Outcomes	Monitored / Actioned by
<p>Ensure all staff have full information about student needs</p> <p>Ensure all staff are aware of the routes of enquiry should they need to access further information</p>	<ul style="list-style-type: none"> • Annual SEND and Medical Needs update for all staff (September training day) • SEND and Inclusion register regularly reviewed. • SEND Support Plans updated and changes clear for all staff. • Review transition arrangements to include earlier links with Primary SENDCOs and identify additional transition opportunities for students who may need further support. • SEND training including in Induction Day for new staff (to include info on staff needs) 	<p>Remove barriers to learning and participation. All staff are fully aware of student needs and updated with any changes.</p> <p>All staff are aware of the needs of colleagues.</p>	<p>SWA, SEND team, JSA</p>
<p>Ensure the curriculum is accessible and differentiated to meet the needs of students (including students with a placement in our DHI/VI Additionally Resourced Provision and HLN SEND Unit)</p>	<ul style="list-style-type: none"> • KS3 Curriculum Review (19-2020) • HLN Curriculum Review (Autumn 2020) • Training for staff on SEND Support Plans and Quality First Teaching strategies. • Training for HLN teachers 	<p>Staff are able to confidently differentiate the curriculum to meet the needs of all students. Students are making expected progress.</p>	<p>SLT, STA, SWA</p>

Ensure all exam concessions are identified and implemented in accordance with the JCQ requirements	<ul style="list-style-type: none"> • Screening implemented in KS3 • Informal access arrangements granted for students throughout KS3 and formalised at KS4. • Annual training/update for key staff with publication of new JCQ guidelines (Sept) 	<p>All students and parents are clear when access arrangements apply.</p> <p>Students receive access arrangements for all assessments and examinations, as appropriate</p>	SWA, PFO, CPE
Strand 3: Improving the provision of information to all stakeholders	Actions	Outcomes	Monitored / Actioned by
Objectives			
Increased availability of written material in alternative formats	<ul style="list-style-type: none"> • Include statement on website that all official documents could be produced in alternative formats, including translation. • Inform all staff of this duty 	All parents/carers are aware of this service and are able to request documents, as needed	SWA, JMC
Improve accessibility of information available to parents	<ul style="list-style-type: none"> • Increased use of Clarion Call to communicate key information and links to parent questionnaires (e.g SEND questionnaire) • Redevelop website with improved accessibility (easier to navigate and find information) 	Parents report they find it easier to find information they need.	SLT

