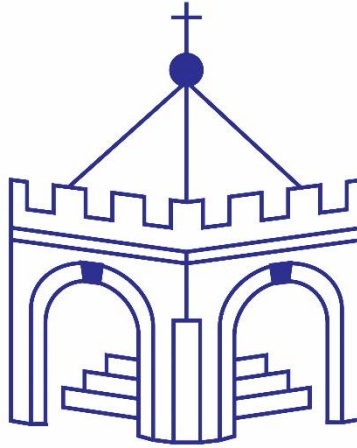


# KING INA



CHURCH OF ENGLAND ACADEMY

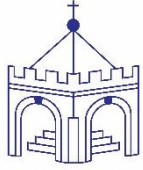
King Ina C of E Academy

## **Accessibility Policy and Plan**

*Start children off on the way they should go and even when they are old they will not turn from it.*

Proverbs 22:6 (NIV)

**October 2023**



Registered Office: Northfield, Somerton, Somerset TA11 6FQ

|              |              |                     |              |
|--------------|--------------|---------------------|--------------|
| <b>Date:</b> | October 2023 | <b>Review Date:</b> | October 2026 |
|--------------|--------------|---------------------|--------------|

## Accessibility Plan

This accessibility Plan should be read in conjunction with the equality policy and the following policies:

- SEN policy
- Medical Policy
- Equality Policy
- Behaviour Policy

## Statement of Intent

King Ina Church of England Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Policy
- Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

## Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## Roles and Responsibilities

|   |   |
|---|---|
| The Governing Body                            | Monitoring the Accessibility Policy & Plan.<br>Approving the Accessibility Policy & Plan before it is implemented.  |
| The Head Teacher                              | Creating an Accessibility Policy & Plan with the intention of improving the school's accessibility, in conjunction with the governing board<br>Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.<br>Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.<br>Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.<br>Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan. |
| Special Educational Needs Coordinator (SENCo) | Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.   |
| Staff Members                                 | Acting in accordance with this policy and the Accessibility Policy & Plan at all times.<br>Ensuring that their actions do not discriminate against any pupil, parent or colleague.<br>All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Medical Conditions Policy.  |

## Accessibility Plan

King Ina Academy's Accessibility Plan (see appendix) demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO every year.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. This policy and the Accessibility Plan will be published on the school website.

## Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Policy & Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## Admissions

King Ina Church of England Academy will act in accordance with its Admission Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **Curriculum**

King Ina Church of England Academy is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The Class teacher and the SENCO will work together to adapt a pupil's APDR (Assess, Plan, Do, Review) Cycle with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'Education Health Care Plans, APDR Cycles, Speech and Language Plans and Healthcare Plans'.

Teaching assistants are deployed to implement specific literacy, numeracy, speech and personal, social and emotional programmes.

## **Physical Environment**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to. Our school is built on two levels with a lift allowing access to all areas for wheelchair users.

The school has toilet and changing facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

All entrances to the school are flat and wide doors are fitted throughout the school to allow for wheelchair access.

Stairs are of contrasting colour and stair edges are slightly raised to ensure the edge can be clearly seen and felt.

## **Monitoring and Review**

A review of the accessibility policy is undertaken every 3 years and as a working document is kept under constant review as/when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

|                            |                  |              |           |
|----------------------------|------------------|--------------|-----------|
| <b>Headteacher:</b>        | Susannah Svenson | <b>Date:</b> | 8.10.2023 |
| <b>Chair of Governors:</b> | Cathy Farley     | <b>Date:</b> | 8.10.2023 |

## Appendix 1 – Accessibility Plan

| <b>Improving the physical access</b>   |  |                  |  |
|--|--|------------------|--|
| <b>Target</b>  | <b>Strategies</b>  | <b>Timescale</b> | <b>What will success look like?</b>  |
| To be aware of the access needs of disabled children, staff, governors and parents /carers | <ul style="list-style-type: none"> <li>- Create access plans for individual children as part of the SEND process</li> <li>- Ensure staff and governors can access areas of school used for meetings</li> <li>- Annual reminder to parents and carers to let us know if they have difficulties with accessing areas of the school.</li> <li>- Ensure individual PEEP (personal emergency evacuation plan) are prepared and reviewed for physically impaired pupils and adults.</li> </ul> | As required      | <ul style="list-style-type: none"> <li>-SEND targets are in place for disabled pupils and all staff are aware of pupil's needs.</li> <li>-All staff and governors are confident their needs are met.</li> <li>-Parents have full access to all areas of school.</li> <li>-PEEP's are prepared and reviewed as individual needs change</li> </ul> |
| Maintain safety for visually impaired people   | <ul style="list-style-type: none"> <li>-Check if any children have visual impairment resulting in clear contrasting between the step and the step edge.</li> <li>-Carry out visual audit on new school site.</li> </ul>  | As required      | -Visually impaired people feel safe in school grounds.   |
| Accessible car parking   | Disabled members of staff, visitors and parents/carers have a place to park in the staff car park near the entrance of school.   | On-going         | There are dedicated parking spaces for disabled members of staff, visitors and parents/carers to park through-out the school day.  |
| <b>Improving the curriculum access</b>   |  |                  |  |
| <b>Target</b>  | <b>Strategies</b>  | <b>Timescale</b> | <b>What will success look like?</b>  |
| All school visits and trips need to be accessible to all pupils and staff                  | Ensure venues and means of transport are appropriate and suitable.   | On-going         | All pupils are able to access school trips and take part in a range of activities.   |
| Review PE curriculum to ensure PE is accessible to all pupils                              | Review PE curriculum to include disability sports if required.   | Annually         | All pupil to have access to PE and are able to succeed, for example with support from an adult.  |
| Ensure children with disabilities can take part in lunchtime and after school activities   | Discuss with staff who run out of school provision (The Treehouse and Saints SW)   | As required      | Children with disabilities feel able to participate in out of school activities.   |
| Ensure support staff have specific training in SEND.                                       | Identify training needs at regular meetings and appraisals.  | On-going         | Raised staff confidence  |

### Improving written information

| Target   | Strategies   | Timescale   | What will success look like?                      |
|--|--|-------------|---|
| To ensure pupils, parents and staff can access all written communication | Identify pupil, parents and staff who required adapted information such as larger print, double spacing, buff paper or alternative means of sharing such as ICT. | As required | Everybody will be able to access all information. |