



King's Academy College Park 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 school values of Teamwork, Resilience, Responsibility, Independence, Creativity, Challenge and Kindness underpin everything we do and aim to produce respectful, well rounded individuals who can contribute positively to the modern world.

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

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.

King's Academy College Park works alongside the local authority, through service level agreements and other agencies, seeking expert guidance where required to ensure we meet the needs of all of our pupils and our statutory duties.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the senior leadership team and the SENCo.

It will be approved by the governing body.

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
- SEND policy
- Supporting pupils with medical conditions policy

Written: October 2023



Action plan

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

Aim	Current good practice	Objectives	Actions	By whom	Review	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The school is an inclusive environment. Behaviour, personal development and pupil welfare are strengths of the school.</p> <p>The school collaborates with a range of agencies to support children with additional needs. This includes, but is not limited to hearing impairment services, CAHMs, MABS and the school nursing service.</p> <p>Staff have a good awareness of their pupils with SEND. Staff attend regular training as part of whole school CPD, for example training from the ND team, and individual staff attend additional training relevant to the needs of the cohort.</p> <p>A representative reading spine is in place in EYFS/KS1 to ensure resources include people with disabilities.</p>	<p>To promote high aspirations for all children and young people with SEND.</p> <p>To ensure that pupils with SEND make good progress and the attainment gap between those with SEND and their peers is narrowed.</p> <p>To continue to provide a range of CPD opportunities to ensure effective provision for pupils with additional needs and disabilities.</p>	<p>Learning walks, DDIs, PPM</p> <p>Appraisal target linked to SEND progress and attainment.</p> <p>Regular PPMs and analysis of data.</p> <p>Personalised approach to assessment (tests) to measure progress.</p> <p>Introduction of phonics interventions in KS2.</p> <p>Whole school focus on development of early reading for ALL pupils.</p> <p>Exploration of EEF resources and guidance to support and implement change.</p> <p>Audit of staff needs to identify areas for training and development</p> <p>Development of RRS in KS2.</p>	<p>SLT</p> <p>SENCo</p> <p>SEND assistant</p> <p>Year leaders</p> <p>Class teachers</p>	<p>July 2024</p>	<p>Gaps between SEND pupils and those without SEND will narrow.</p> <p>SEND data will be in line with LA/National.</p> <p>Pupils with SEND will meet their FFT targets by the end of KS2.</p> <p>ISPs are up to date and reviewed regularly with all stakeholders, showing clear progress.</p> <p>Higher % of pupils achieving ARE in core subjects.</p> <p>Staff are confidently meeting the needs of their SEND pupils.</p> <p>Pupils with disabilities are able to access all curriculum areas.</p>



Aim	Current good practice	Objectives	Actions	By whom	Review	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>Regular reviews taken place by estates manager and site team. Termly H&S meetings to identify any issues. KGA risk register.</p> <p>Redecoration of site in process including replacing old and worn furniture and enhancing of classroom environments, reduction of clutter.</p> <p>Flat or ramped entrances available. Accessible toilets available. Clear emergency signage.</p> <p>EYFS outdoor classroom replaced. Smoothing of play surfaces (ship) on junior playground. Removal of old and worn playground elements.</p> <p>Creation of sensory break areas for pupils.</p>	<p>To ensure all classrooms are calm and productive learning environments.</p> <p>To explore opportunities for equal access on both floors of the junior building.</p> <p>To improve the infant playground surface.</p> <p>To increase sheltered/shaded spaces on all playgrounds.</p>	<p>Review classrooms and continue to provide guidance and expectations for teachers on how to reduce sensory/cognitive overload.</p> <p>Review spaces on both floors with a focus on providing a library space on the lower floor.</p> <p>Continue to attend H&S meetings with this plan as a standing agenda point.</p> <p>Regularly update the KGA Risk Register.</p> <p>Explore grants/funding and other options to support the addition of shelter in all playgrounds.</p>	<p>SLT</p> <p>SENCo</p> <p>SEND assistant</p> <p>Year leaders</p> <p>Class teachers</p> <p>Estates manager</p> <p>SBM</p> <p>Site team</p>	<p>July 2024</p>	<p>Classrooms are calm and free from clutter.</p> <p>Pupils are focused on their learning and do not get regularly distracted/overloaded.</p> <p>Learning is improved and as a result outcomes improve.</p> <p>Library and intervention space on the lower floor of the junior building.</p> <p>Numbers of first aid incidents on the infant playground are reduced.</p> <p>Pupils can access the outdoor spaces safely in the summer.</p>



Aim	Current good practice	Objectives	Actions	By whom	Review	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Individual family meetings for pupils with additional needs.</p> <p>The school works closely with external agencies (e.g. ND Team) to ensure clear communication with families.</p> <p>Strong links with the LA to support communication around key issues, e.g. attendance.</p> <p>Appointment of SEND assistant to support with administrative tasks and attend meetings.</p> <p>Paper copies of all school documents available on request.</p>	<p>To offer alternative formats for key documents.</p> <p>To use plain English to communicate with families.</p> <p>To make greater use of Local Offer documentation.</p> <p>To seek support from EMAS to improve communication with families who are new to country or EAL.</p>	<p>Identify families who would benefit from alternative formats for key documents.</p> <p>Review support available from external agencies to provide accessible documentation.</p> <p>Consult with parents on communication strategies and create a clear communication policy.</p> <p>Review of resources available on local offer and ensure staff are aware.</p> <p>Appointment of EMAS lead to improve communication with key families.</p>	<p>EMAS lead</p> <p>SLT</p> <p>SENCo</p> <p>Office manager</p>	<p>July 2024</p>	<p>Families with disabilities can access all relevant school documentation.</p> <p>Communication is effective.</p> <p>Communication systems align with LA strategy and priorities.</p>

