

Accessibility plan

KIBBLESWORTH ACADEMY

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Committee Approval	Resource, finance & Audit	
Board Approval		
Chair of Trustees Signature		
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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.

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.

Our school'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.

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

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.

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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Increase the extent to which disabled pupils can participate in the schools' curriculum.</p> <p>Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school.</p> <p>Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.</p>	<p>SENDCO to identify any disabled pupils in school in line with the definition given in the school's SEND policy and arrange a meeting with parents, pupil (where appropriate), class teacher and SBM to draft and review a written plan which addresses each of the objectives for the child's particular disability.</p>	<p>Meeting will be arranged for pupils with disabilities once these are made known to the school by parents or identified by SENDCO/class teacher.</p> <p>Financial resources will be allocated on a pupil by pupil basis in consultation with SBM, HT & SENDCO</p>	<p>Increased access to the National Curriculum and school by disabled pupils</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities 				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 				

4. 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 full governing body.

5. 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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey, but split level site. Access is available internally through two lifts. Access to external areas is available through external gates.	None	C Steel	None
Corridor access	All corridors are able to accessed through lifts and external entrances. Additional concentration of pupil on main corridor could cause some congestion moving forwards	Removal of island area to allow for increased pupil numbers within the main corridor	C Steel K Shreeve	Sept 23
Lifts	Lifts available, working and subject to a service schedule.	None	C Steel	None
Parking bays	Disabled parking available at front of school in designated layby	None	C Steel	None
Entrances	Automatic doors on main entrance. Small step up to top yard entrance.	Portable step to be made available for wheelchair access when required	C Steel	Sept 23

Ramps	Ramp in place for vehicle access to main yard. No access from this entrance via a ramp to other areas of the school site. No ramps required at other entrances aside from a portable ramp for top yard entrance as required.	See above	C Steel	Sept 23
Toilets	Toilets are accessible. Disabled toilet is available in EYFS area. This can be accessed from main school via a lift.	None	C Steel	Sept 23
Reception area	Writing table available. Exit button currently located too high for disabled access.	Position of button needs to be reviewed in light of risk assessment relating to children exiting the building.	C Steel	Sept 23
Internal signage	In place	None	C Steel	Sept 23
Emergency escape routes	Marked on plans and discussed in briefings. Practiced in drills	None	C Steel	Sept 23