

# Accessibility plan

## KIBBLESWORTH ACADEMY

<b>Updated by</b>	V Longhurst / C Steel
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<b>Approved by:</b>	Full Governing Body
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<b>Date:</b> 29 <sup>th</sup> October 2020
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<b>Last reviewed on:</b>	Autumn Term 2020
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<b>Next review due by:</b>	Autumn Term 2023
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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
Increase access to the curriculum for pupils with a disability	<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>	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>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 &amp; SENDCO</p>	Increased access to the National Curriculum and school by disabled pupils

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	Schedule update of disabled toilet facilities in EYFS	Build refurbishment into premises development plan for 2022-2023	KE to build into plan and look for possible funding opportunities.	Maintain standard of provision and improve where possible.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Renew VI markings on external areas of school.</p> <p>Liaise with LINT to ensure provision is in place for pupils with auditory needs.</p>	Liaise with LINT to look at works which need to be completed	VL to liaise in role as SENDCO	Audit shows that site is set up to support children with auditory and visual difficulties.

## **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	School split by three sets of stairs between LKS2 / KS1, school hall, EYFS and UKS2. Ramp in place for UKS2 and lifts in place for all other areas.	Servicing to be maintained by KE for lifts. Schedule of maintenance for UKS2 ramp to ensure that slip strips are secure and VI markings are in place.	KE	Oct 20 – annual
Corridor access	Corridor access suitable for wheelchairs. Steps are marked for VI. Contrast colours are clear and all areas checked to be clear of trip hazards.	KE to continue to ensure that cleaning staff maintain standards in these areas. CS to ensure that teaching staff keep areas clear and avoid trip hazards.	KE CS	Daily / weekly checks.
Lifts	Stairlifts in place both sides of hall.	Service and maintenance contracts to be continued	KE	Annual
Parking bays	1 disabled bay available outside main entrance.	NA	NA	NA
Entrances	Entrance doors automatic. Exit button level too high for disabled exit.	Look to lower the height of the disabled button back to wheelchair level.	KE	Dec 20

Ramps	UKS2 ramp for exit / entry to UKS2 building	NA	NA	NA
Toilets	Disabled toilet in Nursery	Refurb as scheduled in plan above	KE	2023
Reception area	Lower level writing area available for wheelchair access. Door access button needs to be lowered.	See above	KE	Dec 20
Internal signage	Signage required in place.	NA	NA	NA
Emergency escape routes	Checked as part of fire audit – all compliant.	NA	NA	NA