

Accessibility Plan



KING ALFRED'S ACADEMY

Approved by: [Name] Date: [Date]
Local Governing Body
Chair:

Approved by: [Name] Date: [Date]
Headteacher:

Last reviewed on: [Date]

Next review due by: [Date]

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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.

[Equality Policy](#)

[Special Education Needs and Disabilities Policy](#)

[Supporting Pupils with Medical Conditions – Policy Statement](#)

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.

KAA regularly consults with partners within and outside of the Trust in relation to Accessibility planning. By way of example:

- Oxfordshire County council
 - SEND
 - Strategic Project Management
 - Safeguarding
 - Transport
- Robert Limbricks for new building planning
- VAT Primary Schools and Larkmead School

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan.

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.

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	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	All teachers, Learning Mentors and teaching assistants (TAs) have the necessary training to teach and support pupils with a variety of disabilities. Transition plans are in place for some SEN pupils, in addition to monitoring support and advice from advisory service.	Staff are able to confidently plan lessons for SEND student using core offer	New SEN staff to gain and maintain necessary proficiency	JES	By EOT 1 each academic year	All relevant staff have attended the relevant CPD. INSET has been provided. The SEN Faculty has looked at the full range of SEN and provided specific information (Pupil profile) to classroom staff. Relevant staff are Evac chair and lift trained.
	Classrooms are optimally organised for disabled pupils	Disabled students benefit from same physical resource and curriculum opportunities as able bodied students	Monitor this during re-timetabling of West and Centre as part of 3:2	IM/HoF/Classroom teacher	Start of each academic year	Needs of each SEN student with SEN is assessed and risk assessments done; classroom modified accordingly. Where this is not possible then classroom location is changed in order to meet the needs of students
	Lessons provide opportunities for all pupils to achieve	Core offer is delivered well for all pupils in all subjects across Key		HoF/Teacher	Ongoing	Differentiation is included in Lesson Observations, is an

	<p>Lessons are responsive to pupil diversity</p> <p>Lessons involve work done by individual students, pairs, groups and whole class</p> <p>All pupils are encouraged to take part in creative arts, music, drama and physical activities.</p> <p>All pupils are encouraged to take part in Sporting activities, Physical Education and Elective programme</p>	<p>Stages</p> <p>Core offer is delivered well for all pupils in all subjects across Key Stages</p> <p>Curriculum planning and timetabling allow full access to curriculum for SEND students and physical resources are managed</p> <p>SEND students have access to full elective programme, PE lessons and educational visits</p>	<p>Review accessibility of facilities during and after 3:2 move</p>	<p>HoF/Teacher</p> <p>HoF/Teacher</p> <p>CRB/HoF</p> <p>JES/JHS/MB</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 6 of each academic year</p> <p>Term 6 of each academic year</p>	<p>integral aspect of the KAA 'Core Offer' and is monitored by senior management and Heads of faculty. Learning Mentors work closely with subject staff to support pupil offer</p> <p>Visual, kinaesthetic and auditory learning styles are catered for</p> <p>In place and monitored by classroom observations and Learning Walks</p> <p>All students have access to the National Curriculum in KS3 and wide choice in KS4 options – all students have access to creative subjects</p> <p>All sporting facilities are fully accessible to students. Wide range of sporting fixtures made available to students regardless of physical ability. Electives available to all students with appropriate risk assessments in place where necessary</p>
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	<p>All staff recognise, and allow for, the mental effort expended by some disabled pupils, e.g lip reading by hearing impaired pupils, slow writing speeds for dyslexic pupils.</p>	<p>Core offer is delivered well for all pupils in all subjects across Key Stages</p>		<p>HoF/IM/Teacher</p>	<p>Ongoing</p>	<p>SEN registers, SEN pupil profiles, e-mail communication used to communicate students' special needs to staff. Regular EHCP/SEND parental meetings with key staff to update pupil profiles.</p>
	<p>All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work</p>	<p>Core offer is delivered well for all pupils in all subjects across Key Stages</p>		<p>HoF/Teacher</p>	<p>EOT 1 each academic year</p>	<p>INSET days provide training.</p>
	<p>Alternative arrangements in place for students who cannot access curriculum because of disability or SEND need</p>	<p>Robust mechanism for identifying additional need and capacity planning allows for alternative arrangements to be deployed</p>		<p>IM</p>	<p>Start of each academic year</p>	<p>TALM present in targeted lessons to provide assistance. Special arrangements used at GCSE when needed.</p>
	<p>Students have appropriate access arrangements for examination allocated and supported</p>	<p>All students identified for AA by mid-point of Year 10 with effective communication to all stakeholders</p>	<p>Ensure that testing is in place before end of Y10 for eligible students</p>	<p>IM/Exams Assistant</p>	<p>Term 3 of each academic year</p>	<p>Provision made by SEND site manager (W/C) and Wave 2 Core offer used where appropriate</p> <p>All students are assessed following teacher identification by SEND staff, or by external professional where appropriate to ensure access arrangements are in place for external examinations – includes extra time, C-pen, scribes, rest breaks and readers</p>

	<p>Access to computer technology is appropriate for all students with disabilities</p>	<p>Disabled students benefit from same physical resource and curriculum opportunities as able bodied students</p>		<p>IM/TN</p>	<p>Start of each academic year</p>	<p>Wide range of ICT facilities including portable devices, in general learning spaces and Learning Support Base are available to all SEN students</p>
	<p>School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.</p>	<p>Disabled students benefit from same physical resource and curriculum opportunities as able bodied students</p>	<p>Diary group to continue to monitor suitability and accessibility of curriculum visit offer</p>	<p>EVC (MB)</p>	<p>Term 6 of each academic year</p>	<p>Risk assessment are carried out for all activities and where possible students are included.</p> <p>Where disabled students are not able to use regular forms of transport alternative methods of transport are used where feasible.</p>
	<p>All staff have high expectations of all pupils</p>	<p>Core offer is delivered well for all pupils in all subjects across Key Stages</p>		<p>JM/HoF/Teacher</p>	<p>Ongoing</p>	<p>Target setting in place on an individual basis for all students. School Learning Strategy (Core offer) looks towards a</p>

	<p>All staff seek to remove all barriers to learning and participation</p> <p>Key curriculum information accessible to all Students and Parents</p>		<p>Regular (Annual) SEP assemblies to reinforce to students</p>	<p>JPS</p> <p>CRB</p>	<p>Ongoing</p>	<p>personalised learning curriculum that will benefit all students as well as SEN</p> <p>Equal Opportunities Policy (Single Equality Policy) in place, understood and monitored.</p> <p>Key curriculum events are accessible to all key individuals – presentation notes available on website, PA system and sign translator where appropriate. 1:1 meetings with senior staff at key transition points (Y8 and Y11)</p>
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<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> <p><i>Science and D & T tables available for wheelchair height</i></p>	<p>Elevators are available in new buildings on Centre Site.</p> <p>West Site only has one area where is two storey</p> <p>All new buildings have wide corridors</p> <p>Disabled toilets available in all areas</p> <p>Modified working areas are available in Science and D & T</p> <p>Food technology rooms to be updated</p>	<p>To be reviewed when update of classrooms takes place</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>Soundfield's in use where required</p> <p>Personal Emergency Evacuation plans (PEEPS) in place for relevant pupils/staff</p>				

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 Local Governing Body

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Centre – Segsbury building – no lift Science – 2 Storey block – lift Icknield Building – 3 Storey – lift West – Main building 2 storey – no lift	Ensure stairways are clear at all times Lift to be serviced regularly Lift to be serviced regularly Two sets of stairs – ensure clear at all times		
Corridor access	West Site – All corridors except 1 st floor main block have good access Centre Site – Corridors of good size in all buildings except main building (listed)			
Lifts	Science Building Icknield Building Stair lifts – Loyd building, 6 th form	All lifts regularly serviced and also checked by Zurich		

Parking bays	Disabled bays available on both sites			
Entrances	All Entrances	Coded door locks on all entrances and reception areas also have audio entrances		
Ramps				
Toilets	West Science, A Block and C block,gym Centre – Main building, Loyd building, Icknield building, Segsbury Building and Science	All have disabled toilets. Hoists available in West A Block, Gym and C block Hoists available in Centre – Segsbury building, Science		
Reception area	West and Centre	Coded door entries with Audio system		
Internal signage				
Emergency escape routes	All areas	All sign posted with correct signage		