

Accessibility Plan

Draft

(Pending Approval by Finance and Operations Committee)

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DRAFT ACCESSIBILITY PLAN

General

1. The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on LA and schools in relation to disabled pupil and prospective pupils. All schools were required to produce an Access Plan by April 2003, including plans and strategies for an initial three-year period.
2. This plan was drawn up in consultation with the Governing Body (GB), members of staff and students.
3. The aim of this Accessibility are to:
 - a) Improve the physical environment of the school to increase disabled **physical access** to education and extra-curricular activities (Appendix A)
 - b) Increase the extent to which disabled pupils can engage in the school **curriculum** (Appendix B)
 - c) Improving the delivery of information to disabled pupils, using formats which give pupils better access to **information** (Appendix C)

Responsibility

4. The responsibility for this Access Plan lies with the Governing Body and the Headteacher. The day-to-day management of the Plan rests with the SENCO in consultation with the Operations Manager.

Review

5. The King Alfred's Academy Accessibility Plan will be reviewed annually by the Finance and Operations Committee of the Governing Body (GB)

APPENDIX A – PHYSICAL ACCESS (Centre)

Statement	Evidence	Action required
<p>The size and the layout of areas allows access for all students including Academic areas e.g. classrooms, assembly hall, library. Sporting areas e.g. indoor and outdoor sporting facilities Social facilities e.g. Restaurant, common rooms Play areas Playgrounds</p>	<p>Dining block and sixth form fully accessible. Alternative ground floor classrooms can be timetabled in for Loyd building and four storey Handrails have been fitted in appropriate areas to assist physically disabled students.</p>	<p>'A' block on West site</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing bed if needed.</p>	<p>Disabled toilets are available in Dining Block, Main building, four storey Hoists are available in Main building and four storey</p>	
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>		
<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>Personal Emergency Evacuation Plans (PEEPs) in place for relevant students.</p>	<p>Visual alarms</p>
<p>Non-visual guides are used to assist disabled people when using buildings e.g. lifts with tactile buttons</p>	<p>In place: lifts have tactile buttons.</p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>Fire signage – legal requirement</p>	
<p>All areas to which pupils have access are well lit</p>	<p>In place and regularly monitored; repairs made when needed.</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a rooms acoustics, noisy equipment etc.</p>	<p>Most teaching areas now carpeted.</p>	<p>Soundfield systems in classrooms.- to come over from East</p>

<p>Furniture and equipment are selected, adjusted and located appropriately e.g. height adjustable tables available, low level sinks.</p>	<p>Modified working areas are available in D and T faculty together with modified equipment. Adjustable tables provided in art. Benches at wheelchair height available in labs.</p>	<p>Adjustable tables available from East site</p>
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APPENDIX A – PHYSICAL ACCESS (West)

Statement	Evidence	Action required
<p>The size and the layout of areas allows access for all students including Academic areas e.g. classrooms, assembly hall, library. Sporting areas e.g. indoor and outdoor sporting facilities Social facilities e.g. Restaurant, common rooms Play areas Playgrounds</p>	<p>All areas are accessible except the classrooms on the upper floor. However, in this latter case, alternative ground floor classrooms can be timetabled in. Handrails have been fitted in appropriate areas to assist physically disabled students.</p>	<p>A block on West site</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing bed if needed.</p>	<p>Disabled toilets are available in A and C block and gym changing rooms. A block consists of changing bed and hoist Gym- shower and hoist</p>	
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>		
<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>Personal Emergency Evacuation Plans (PEEPs) in place for relevant students.</p>	<p>Visual alarms</p>
<p>Non-visual guides are used to assist disabled people when using buildings e.g. lifts with tactile buttons</p>	<p>In place: lifts have tactile buttons.</p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>Fire signage – legal requirement</p>	
<p>All areas to which pupils have access are well lit</p>	<p>In place and regularly monitored; repairs made when needed.</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a rooms acoustics, noisy equipment etc.</p>	<p>Most teaching areas now carpeted. PA system present in the main hall.</p>	<p>Soundfield systems in classrooms.- to come over from East</p>

<p>Furniture and equipment are selected, adjusted and located appropriately e.g. height adjustable tables available, low level sinks.</p>	<p>Modified working areas are available in D and T faculty together with modified equipment. Adjustable tables provided in art. Benches at wheelchair height available in labs.</p>	<p>Adjustable tables available from East site</p>
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APPENDIX B – CURRICULUM ACCESS

Statement	Evidence	Action required
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.	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.	New SEN staff to gain and maintain necessary proficiency
Classrooms are optimally organised for disabled pupils	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	Monitor this during re-timetabling of West and Centre as part of 3:2
Lessons provide opportunities for all pupils to achieve	Differentiation is included in Lesson Observations, is an 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	
Lessons are responsive to pupil diversity	Visual, kinaesthetic and auditory learning styles are catered for	
Lessons involve work done by individual students, pairs, groups and whole class	In place and monitored by classroom observations and Learning Walks	
All pupils are encouraged to take part in creative arts, music, drama and physical activities.	All students have access to the National Curriculum in KS3 and wide choice in KS4 options – all students have access to creative subjects	
All pupils are encouraged to take part in Sporting activities, Physical Education and Elective programme	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	Review accessibility of facilities during and after 3:2 move

<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>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. INSET days provide training.</p>	
<p>All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work</p>	<p>TA/LM present in targeted lessons to provide assistance. Special arrangements used at GCSE when needed.</p>	
<p>Alternative arrangements in place for students who cannot access curriculum because of disability or SEND need</p>	<p>Provision made by SEND site manager (W/C) and Wave 2 Core offer used where appropriate</p>	
<p>Students have appropriate access arrangement for examinations allocated and supported</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>Ensure that testing is in place before end of Y10 for eligible students</p>
<p>Access to computer technology is appropriate for all students with disabilities</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>Risk assessment are carried out for all activities and where possible students are included. Where disabled students are not able to use regular forms of transport alternative methods of transport are used where feasible.</p>	<p>Diary group to continue to monitor suitability and accessibility of curriculum visit offer</p>
<p>All staff have high expectations of all pupils</p>	<p>Target setting in place on an individual basis for all students. School Learning Strategy (Core offer) looks towards a personalised learning curriculum that will benefit all students as well as SEN</p>	

All staff seek to remove all barriers to learning and participation	Equal Opportunities Policy (Single Equality Policy) in place, understood and monitored.	Regular (Annual) SEP assemblies to reinforce to students
Key curriculum information accessible to all Students and Parents	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)	

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APPENDIX C – ACCESS TO INFORMATION

Statement	Evidence	Action required
<p>The school liaises with LEA support services and other appropriate agencies to provide information in simple language, symbols, large print, on audiotape or in Braille to pupils and prospective pupils who may have difficulty with standard forms of printed information.</p>	<p>The school has good links with the sensory impairment service; information going to parents is checked for readability where necessary</p>	
<p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud, describing diagrams and sharing Powerpoint presentations on the Web/Parent VLE</p>	<p>PA system in place in the hall.</p> <p>Powerpoint presentations frequently used.</p> <p>Interpreters for the deaf arranged as necessary,</p>	
<p>The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to go to access this facility e.g. the Visually Impaired Service for assistance with Braille.</p>	<p>The service are used where appropriate.</p>	
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>	<p>TAs trained on a needs basis to use technology needed at a particular time by a particular student e.g. radio mikes, screen magnifier for VDUs, lifts, Evac chairs etc.</p>	<p>The SENCo to continue to work closely with IT to ensure priorities are understood.</p>

23.11.17.