

# Accessibility Plan



## KING ALFRED'S ACADEMY

<b>Approved by:</b> <b>Local Governing Body</b> <b>Chair:</b>	Jesper Alkebro	<b>Date:</b> 28 <sup>th</sup> September 2021
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<b>Approved by:</b> <b>Headteacher:</b>	Rick Holroyd	<b>Date:</b> 28 <sup>th</sup> September 2021
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<b>Last reviewed on:</b>	28 <sup>th</sup> September 2021
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<b>Next review due by:</b>	September 2024
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**Contents**

1. Aims.....3

2. Legislation and guidance.....4

3. Action plan .....5

4. Monitoring arrangements..... 12

Appendix 1: Accessibility audit ..... 13

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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	Objectives	Actions to be taken	Person Responsible	Date to be Completed by	Success Criteria
	<i>Include established practice and practice under development</i>	<i>State short, medium and long term objectives</i>				
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	SENCO	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		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	T and L Blueprint is delivered well for all pupils in all subjects across Key Stages		HoF/Teacher	Ongoing	Research based strategies to remove barriers and allow all students to access lessons is outlined within the T and L BP and is monitored by Leadership Team and

						TLR holders through the Learning Walk monitoring cycle.
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	<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>T and L Blueprint 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>DHT Curriculum HoF</p> <p>SENCO/EVC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 6 of each academic year</p> <p>Term 6 of each academic year</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>T and L BP is delivered well for all pupils in all subjects across Key Stages</p> <p>SEN Students more access to Inclusion Hub Support</p>		HoF/SENCO	Ongoing	<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>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>T and L BP is delivered well for all pupils in all subjects across Key Stages</p>		HoF/Teacher	<p>EOT 1 each academic year</p> <p>Start of each academic year</p> <p>Start of each academic year</p>	<p>TA/LM present in targeted lessons to provide assistance. Special arrangements used at GCSE when needed.</p> <p>Provision made by SENCO (W/C) and Inclusion Hub 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, Cpen, scribes, rest breaks and readers</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 via the Inclusion Hub</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>	SENCO/Exams Assistant	Term 3 of each academic year	



	<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>SENCO/IT</p>	<p>Start of each academic year</p>	<p>Wide range of ICT facilities including portable devices, in general learning spaces and Inclusion Hub 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</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>T and L BP is delivered well for all pupils in all subjects across Key Stages</p>		<p>AHT Ethos and Engagement HoF/Teacher</p>	<p>Ongoing</p>	<p>Target setting in place on an individual basis for all students. School Learning Strategy T and L BP)</p>

	<p>All staff seek to remove all barriers to learning and participation</p>	<p>Inclusion Hub support for those student who require it.</p> <p>Regularly updated profiles made available to teachers via EPraise</p> <p>Key curriculum information accessible to all Students and Parents</p> <p>Virtual transition information made available to Y6, Y8 and Y11 at key transition points in addition to formal transition events.</p> <p>Bespoke transition arrangements for SEND and vulnerable students</p>	<p>Regular (Annual) SEP assemblies to reinforce to students</p>	<p>AHT KS3 and KS4</p> <p>SENCO</p>	<p>Ongoing</p>	<p>looks towards a 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) Virtual resources made available to support.</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"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul> <p><i>Science and D &amp; 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 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 &amp; T</p> <p>Food technology rooms updated</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"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<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	<p>Centre – Segsbury building – no lift</p> <p>Science – 2 Storey block – lift</p> <p>Ickniel Building – 3 Storey – lift</p> <p>West – Main building 2 storey – no lift</p>	<p>Ensure stairways are clear at all times</p> <p>Lift to be serviced regularly</p> <p>Lift to be serviced regularly</p> <p>Two sets of stairs – ensure clear at all times</p>		
Corridor access	<p>West Site – All corridors except 1<sup>st</sup> floor main block have good access</p> <p>Centre Site – Corridors of good size in all buildings except main building (listed)</p>			
Lifts	<p>Science Building</p> <p>Ickniel Building</p> <p>Stair lifts – Loyd building, 6<sup>th</sup> form</p>	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	A Block and C block,gym – West Sports Hall Centre – Main building, Loyd building, Icknield building, Segsbury Building and Science 6 <sup>th</sup> Form	All have disabled toilets. Hoists available in Gym 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		