Northern SchoolsTrust

KINGSWAY ACADEMY ACCESSIBILITY POLICY
SEPT 2016 – July 2017

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1.0 Introduction
The Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1.1 Legislation
This plan is drawn up in accordance with the Equality Act 2010, Schedule 10, paragraph 3. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

1.2 Definition of Disability
Disability is defined by the Equality Act 2010:
"A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities."

1.3 Key Objective of this Accessibility Plan
The policy objective aims to reduce and eliminate barriers to access to the curriculum and to full participation in the Academy community for students, prospective students and our adult users with a disability.

1.4 Principles behind this Accessibility Plan
a) Compliance with the Equality Act 2010 is consistent with the Academy's, vision, mission and values, equal opportunities policy and the operation of the school's SEN policy;

b) The Academy recognises its duty under the Equality Act 2010:

☐ not to discriminate against disabled students in their admissions, exclusions, provision of education and associated services.
☐ not to treat disabled students less favourably.
☐ to take reasonable steps to avoid putting disabled students at a substantial disadvantage
☐ to publish an Accessibility Plan.

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c) In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

d) The Academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

e) The Academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

2.0 Academy Vision, Mission & Values

2.1 Vision

⬜ A place for everyone to enjoy and achieve

This vision is supported by;

TKA students are resourceful. They leave us knowing who they are, their place in the world and how to lead a happy and successful life. They challenge themselves and are not hindered by circumstances because they have the skills to shape their own future and the self-awareness to make the most of it. They feel connected to themselves, those close to them and their local and global communities and this enables them to make skilful decision and responsible choices. They aim high, achieve at all levels and are able to respond effectively to a changing world. They are supported by adults who share and are able to model this philosophy of learning and who are highly skilled in engaging students in the learning experiences they need to transform their life chances.
This learning vision is supported by:

A curriculum that scaffolds the students' learning journey by offering enjoyment, achievement, experience and rigour that widen future choices. It is culturally and academically rich, exposing them to new people, ideas and situations that challenge them to experience the unfamiliar and draw connections between themselves and their world. It is personalised, enabling students to build on new and emerging strengths, talents and aptitudes. It guides them on the journey from dependent to independent learners.

A personal development programme that helps them connect with themselves and other and develop confidence that extends to unfamiliar situations. Through the i-Lead Programme they experience new things that enable them to challenge and refine their sense of who they are and expand their horizon of opportunity. Through the Academy Merit System, students learn self-awareness, how to relate to others and how to study in order to achieve, engage and respond critically and creatively with the world around them. Through graduation, students identify their own learning journey and value the application of effort and determination to realise goals.

Leadership that infuses TKA vision to enable each of us: students, teachers and support staff to make the most of what we have and bring out the best in others. We are determined to improve the life chances and opportunities for our community. We are restless in our shared drive to make every day better than the last.

2.2 Mission

We aim that all our students are resourceful. They leave us knowing who they are, their place in the world and how to lead a happy and successful life. They challenge themselves and are not hindered by circumstances because they have the skills to shaper their own future and the self-awareness to make the most of it. They feel connected to themselves, those close to them and their local and global communities and this enables them to make skilful decisions and responsible choices. They aim high, achieve well and are able to respond effectively to a changing world. They are supported by adults who share and are able to model this philosophy of learning and who are highly skilled in engaging students in the learning experiences the need to transform their life chances.

2.3 Values

We value:

☐ Respect - for self, for others, for the environment

☐ Learning - learning to learn; learning for life

☐ Integrity - being honest, being trustworthy, taking responsibility

☐ Innovation - in seeking solutions that further the learning of all

☐ Excellence - to strive for the highest standards in all that we do

We encourage learners to:

☐ Be passionate about their endeavours

☐ Take pride in their achievements

☐ Develop their talents, imagination and creativity

☐ Celebrate diversity

3.0 Plan Formulation; Student Data & Academy Audit

3.1 Consultation

As part of an analysis of student data and an Academy audit; the following were consulted in the formulation of this Accessibility Plan:

☐ *Governors*

☐ *Staff (e.g. Principal, SEN staff, Exams Officer, H&S Officer etc.)*

☐ *Community groups*

☐ *Students (e.g. school council)*

☐ *Physical Audit of the built estate*

3.2 Plan Approval

☐ *This plan is approved every three years.*

3.3 Linked Documents

This Plan will contribute to the review and revision of related Academy policies and documents as shown below. Equally, developments and changes in these linked policies and documents will inform the content and review process of this Accessibility Plan:

☐ *Academy Mission Statement –*

☐ *Academy Prospectus*

☐ *Staff Handbook*

☐ *Admissions Policy*

☐ *Assessment Policy*

☐ *Equal Opportunities/Inclusion Policies*

☐ *SEN Policy*

☐ *Behaviour Policy*

☐ School Improvement Plan
☐ Curriculum Policies (various)

3.4 Information from Student Data & Academy Audit – General

The Academy is situated in an area with high levels of deprivation. 33.97% of our students receive free school meals compared with a national average of 13.2% (Jan 16).
Of the 368 students on roll at the Academy; 140 (38%) *are on the SEN List.*

We have an above average population of students on an EHC plan. Our average is 4% and the National average is 2.8% (Jan 16).

We recognise that there are some students who have a disability as well as special educational needs and a small proportion that have a disability but not a special educational need (e.g. learning difficulty).

One of our strengths is in our early identification of children who may have a disability and our well established systems for ensuring that children are given the help and support that they need.

All our students, regardless of disability, have equal access to all aspects of the curriculum including, off site activities, sports and other events.

Before school trips take place, a member of staff generally make a pre-visit to the site to ensure that all children can access the site and the learning. Any trips are always subjected to a full risk assessment.

We aim to ensure that all children, including those with a disability, fulfil the five outcomes of the ECM agenda.

3.5 Information from Student Data & Academy Audit - Curriculum Access

Consideration is given to all students in the long, medium and short term planning for all teachers.

The deployment of Learning Support Assistants (LSAs) is based on objective assessment outcomes and student need.

Assessments are in place for students with learning difficulties & disabilities.

Individual student profiling is in place for all students supported at EHC plan level.
Access to computer technology to all students at all times.

Students are supported as needed by extra time, reader support and/or help to allow access to tests and assessments.

Academy clubs, sporting, cultural activities and Academy visits are accessible to all students including students with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources.

The Academy makes full use of a range of LA support services, social services, health professionals and the wider community.

The Academy SENCO attends LA & Academy SENDCO Networks and Family SENDCO meetings to keep abreast of new ideas/sharing of good practice.

All students are encouraged to take part in music, drama & physical activities.
Lessons involve work to be done by individuals, pairs, groups & whole classes.
Academy visits made accessible to all students irrespective of attainment or impairment.
We ensure teachers & teaching assistants have the opportunity to have necessary training to support disabled students.

WAVE 1 Quality teaching for all students is a priority within the school.

A range of WAVE 2 and WAVE 3 interventions are available to support students to access the curriculum and make good progress.

High expectations are set for all students through the age related curriculum Layered Target Process – MUST, SHOULD and COULD.

A range of ICT equipment such are readily available to support students.
The Academy makes use of visual prompts in a variety of ways including visual timetables and curriculum resourcing.

3.6 Information from Student Data & Academy Audit - Access to the Physical Environment

All play areas are ramped and accessible by wheelchairs, pushchair, walking frame users. There is a designated disabled parking space with room for a tail-lift vehicle

All teaching areas are accessible by wheelchairs/pushchairs/walking frames

Lifts are available as an alternative to steps, inside the building

Academy alarms have both auditory and visual components

Systems are in place for identified students to access dining room facilities/cafeteria five minutes early to avoid overcrowding

Systems are in place for identified students to leave classrooms five minutes early to use stairs/corridors safely and to aid independent mobility around school

Systems are in place to plan for the maximum access on educational visits

The Academy has available; a medical room & adapted toilets

The Academy already supports students with significant barriers to learning and participation with difficulties in the areas of; moderate, specific and severe learning, communication and interaction and social, emotional and behavioural difficulties

Were the Academy to admit a student using a wheelchair; wheelchair access would be available to all areas/floors and facilities. There is no element of curriculum provision or support services that are not easily accessible. Disabled WC facilities within the buildings meet current standards.

All new construction and alteration projects always factor in issues of access and DDA at the inception and design stages in order to maximise accessibility and usability. Emergency procedures include the provision of disabled refuges and the practical means that will allow people with disabilities to be evacuated from upper floor areas.

3.7 Information from Student Data & Academy Audit – Access to Information
Visual aids are used to support learning
Homework is set for all students in the most appropriate format and style
The Academy has access to a range of interpreters as required
Braille tutors are available, if needed, from the Local Authority
The Academy has some staff and students who are British Sign Language trained
Extra time, use of keyboard, reader support and writer support are made available as required in all test and assessments
The Academy has access to Signs and Symbols training from the Inclusive Education Service
Visual timetables are provided for individual students in their classroom
Teachers follow the dyslexia-friendly principles when presenting text to students.

4.0 Action Areas
As a result of the student data and Academy Improvement plan this Accessibility Plan focuses on 3 Action Areas for development and improvement:-

 Improving access to the Curriculum
 Improving access to the physical environment
 Improving access to information

4.1 Improving Access to the Curriculum

Commitments and / or Actions	Timescale	Implemented by	Resources
Target all Y7 using benchmarking data.	*Each year*	*VP*	*CATs, NGRT*
Staff receive training in making the curriculum accessible to all students, and are aware of its importance.	*Ongoing*	*AP Inclusion AP SENDCO*	*PD Days*
Differentiation, especially in class by teaching staff	*Ongoing*	*AP Inclusion* *AP SENDCO*	*PD Days* *Learning Walks*
Targets	**Strategies**	**Outcome / Time Frame**	**Goals Achieved**
Providing understandable & accessible information to Yr6 transferring to	*Further develop transition support package.*	*Transition booklet revised.* *Whole school transition day visits for*	*Increase in access to the National Curriculum*

		all pupils and feeder primary schools / ongoing	
Classrooms are optimally organised to promote the participation and independence of all pupils and develop an inclusive approach to work	Review and implement a preferred layout of furniture and equipment to support the learning process Ongoing Use of MINT Class	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils / Ongoing	
Develop an inclusive approach to marking students' work	Ongoing review of the whole school assessment and marking policy so that students have quality feedback	Books are used as an important progress checker and revision aid. Staff feedback is clear and accessible, students know how to improve / Ongoing	Increase in access to the National Curriculum
All out of school activities are planned to ensure participation of the whole range of students	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements /Ongoing	Increase in access to all school activities for all disabled pupils

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Commitments and/or Actions	Timescale	Lead	Support	Resources
Equality Act to be considered in all new building projects	To be included in possible redevelopments	S. P otter	M Mann	
Fire evacuation procedures	January 2011	M Mann	L. J-Q	

make specific reference to students with mobility and/or sensory issues. Health safety officer informed of SEN student need to incorporate into relevant policy/policies.				

4.3 Improving Access to Information for Disabled Students				
Commitments and / or Actions	**Timescale**	**Lead**	**Support**	**Resources**
Availability of written materials in alternative formats	*Ongoing*	*S. Turner*	*J Close*	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	*Ongoing*	*S. Turner*	*S.Potter*	
Raise the awareness of adults working at and for the Academy on the importance of good communication systems	*Ongoing*	*G. Wainwright*		
Produce Equality Policy	*April 12*	*S.Turner*		