

Accessibility plan

King's Academy Binfield and King's Academy Oakwood



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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 students can participate in the curriculum
- Improve the physical environment of the schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our Academies aim to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Local Governing Body is committed to the Academy's Equal Opportunities Policy and is committed to promoting equality, accessibility, valuing diversity and combating unfair treatment. Equality of opportunity, accessibility and freedom from discrimination is a fundamental right and the Governors will exercise leadership and commitment in promoting this right. The Local Governing Body, through the Executive Principal and Senior Staff will:

- Be committed to providing an accessible environment which values and includes all students, 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.
- Audit, maintain and improve the effectiveness of the access to the physical environment, and curriculum.
- Improve the delivery of written information to students including signage around the academy site.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academies are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academies supports any available partnerships to develop and implement the plan.

Our Academy concerns and complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academies, the complaints procedure sets out the process for raising these concerns.

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 Academies on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO REVIEW	SUCCESS CRITERIA
<p>To eliminate barriers for students who struggle to access the curriculum and to ensure full participation in the Academy community.</p>	Our Academies offers a differentiated curriculum for all students	All students are able to access curriculum materials independently	Ensure robust procedures are in place for early identification of students who need extra support both physically and academically.	SHo LPh JTa RWo SJo SLe	September 2024	Increased independence and ability to participate in all aspects of academy curriculum alongside peers
	We use resources tailored to the needs of students who require support to access the curriculum	Students improve confidence in their own abilities	Effective liaison with nursery providers and primary schools and robust admissions / induction protocol to KAB and KAO. Early screening of students who transfer in-year.		September 2024	Increased student confidence in their ability to access the curriculum
	Curriculum resources include examples of people with disabilities	Students and staff are able to utilise ICT equipment in order to meet individuals needs	Ensure all students with a SEND, who might be vulnerable or who may be experiencing hardship are aware of and able to take part in extra-curricular activities.		October 2024	Increased staff awareness of varied student needs and how to effectively support all students within the classroom
	Curriculum progress is tracked for all students, including those with a disability	Staff are confident in supporting all learners to access the curriculum in a variety of ways	Provide additional appropriate IT support through bespoke		September 2024	
	Targets are set effectively and are appropriate for students with additional needs - using edukekey provision mapping					
	The curriculum is regularly reviewed to ensure it meets the needs of all students					

			<p>software packages or Apps for individual students whose learning would benefit</p> <p>Ensure classrooms are organised, and effective seating plans used to promote the participation, independence and rapid progress of all students.</p> <p>Ensure rapid progress is made by students who join KAB and KAO, at whatever phase, below the age related expectations.</p> <p>Ensure a well-planned 'catch-up' programme using real student data is implemented, reviewed and monitored.</p>		<p>September 2024</p> <p>October 2024</p> <p>September 2024</p>	
<p>To ensure the physical environment of the academy enables</p>	<p>The environment is adapted to the needs of students as required. This includes at KAB:</p> <p>Ramps or flat access to buildings</p>	<p>Improved access to disabled students and their parents</p>	<p>Conduct a full review of both sites to ensure all aspects are genuinely accessible to all users. Plan for</p>	<p>SHo LPh JTa RWo</p>	<p>January 2024</p>	<p>Improved access to the academy sites for all those with disabilities</p>

<p>disabled students to take full advantage of education and associated services.</p>	<p>Lifts to all floors Fixed and portable loop systems for hearing impaired Emergency access to the playing fields and sports facilities Hygiene and therapy rooms Corridor width Disabled parking bays</p> <p>At KAO, this includes:</p> <p>Ramps or flat access to buildings Portable loop systems for hearing impaired Hygiene room with shower facilities Accessible toilets Rise and fall worktops in STEM room Parking bays for visitors Emergency access to the playing fields</p>	<p>All students are able to access resources in the classroom and participate in learning opportunities alongside their peers</p>	<p>the remediation of any aspects which are not.</p> <p>Ensure that individual needs of students can be met through the alteration of the physical environment when required.</p>	<p>SJo</p>	<p>January 2024</p>	<p>Increased independence and ability to access the academy environment alongside peers</p>
<p>To ensure there is effective and timely delivery of information to the academy community and especially those with a</p>	<p>Our Academies use a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage Large print resources Braille</p>	<p>All students able to access information being shared</p> <p>All staff to be aware of how to share information and differentiate</p>	<p>Use transition procedures to ascertain communication or physical barriers of any prospective parents/carers</p>	<p>SHo LPh JTa RWo SJo</p>	<p>September 2024 (and ongoing)</p>	<p>Improved delivery of information to disabled students</p> <p>Increased student confidence in accessing and understanding</p>

<p>specific disability.</p>	<p>Induction loops Pictorial or symbolic representations</p>	<p>effectively for differing student needs</p>	<p>Ensure staff are aware of any disabilities and possible accessibility to site and curriculum of students and parents/carers and ensure these barriers are overcome.</p> <p>Ensure the availability of written material in alternative formats, if required. (standard forms, large print, coloured paper, audio and other languages if reasonably possible.</p> <p>Ensure signage across the academy enables easy access and consistency across the academy sites.</p> <p>Ensure effective and timely access to written information for students, parents and visitors.</p> <p>Ensure website is clear and accessible and is kept up to date with all necessary information.</p>		<p>As soon as students start at KAB/KAO</p> <p>September 2024</p> <p>September 2024</p> <p>As requested</p> <p>September 2024</p>	<p>information being shared</p>
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4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the 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 students with medical conditions policy
- Curriculum
- Health & Safety
- SEND

6. Accessibility to Information

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality the Freedom of Information Act (FOIA) the Data Protection Act (DPA) the Disability Discrimination Act the Equality Act (2010) and other legislation that provides a right of access.

7. Responses to requests for information

Key Academy policies and other relevant documents are posted on, and may be downloaded from, the academy's website. Parents/students may request copies of student record files, including paper and electronic files under FOI request. A small charge will be levied for administration and photocopying charges. Parents/students may not be given access to records which contain information on other staff/students which would breach our Confidentiality Policy and/or the Data Protection Act. All requests for information should be made in writing, to the Principal.