Kingsmoor Academy

Accessibility Plan

Review date September 2021

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (*Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack)*)	✓			
Grouping of pupils (*by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up)*	✓			
Homework policy and practice (**policy in place**)	✓			
Academy discipline and sanctions *(reference Behaviour Policy)*	✓			
Exclusion procedures (*reference Exclusions Policy.)*	✓			
Academy clubs and activities (*full access as relevant also reference e.g. Off Site Visits Policy)*	✓			
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? (**trips policy and risk assessments)**	✓			
The academy's arrangements for working with other agencies	✓			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	✓			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled pupils.	✓			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils	✓			
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	No Children in wheelchairs current attend Kingsmoor			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	✓			
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.	✓			
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.			✓	
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	✓			

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which pupils should have access are well lit.	✓			
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	✓			
There is ease of access to all academy facilities.	✓			
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.	✓			
Sports activities are available to all.	✓			
The academy has in place emergency procedures which takes into account the needs of all pupils.	✓			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.	✓			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.	✓			
All lessons are responsive to pupil diversity.		✓		
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	✓			
All pupils are encouraged to take part in music, drama and physical activities.	✓			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	✓			
The academy provides access to computer technology appropriate for students with disabilities.	✓			
Classroom organization allows for the needs of all pupils.	✓			
Timetable design takes note of any pupil who may have a disability or a special educational need.	✓			
All pupils are given consideration for assessment and exam arrangements.	✓			
All pupils are prepared for the next phase of education.	✓			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.	✓			
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	✓			
There are high expectations of all pupils.	✓			
Staff seek to remove all barriers to learning and participation. **(reference *Equal Opportunities Policy)***	✓			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.	✓			
The academy can produce written information in different formats (as required)	✓			
Staff are familiar with technology and practices developed to assist people with disabilities.	✓			
All staff, pupils and parents have access to information.	✓			

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	Ensure new building and welfare room is accessible for wheelchair users.
Curriculum Access	Ipads with audiobooks available in library and classrooms
Information Access	1. To ensure 'Welcomm' training and delivery impacts on the children with speech and language needs and outcomes shared with Speech therapist, SENco and parents. 2. To ensure outcomes of interventions are recorded, evaluated and shared with all parents.

Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	To ensure wheelchair access to lower school from the playground	Build a ramp	Wheelchair access to KS1 from the playground	November 2020	Site Assistant	Easy access for all to KS1 from the playground

Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Develop staff and stakeholder awareness of equalities legislation	Staff training session on equality policy, objectives and accessibility plan for stakeholders	All staff aware of legislation and how the school operates around it	January 2020	Principal	Planning and all wider school activities take into account the needs of all pupils.
	Promote inclusion of pupils through 'pupil voice'	Ensure all pupils are included within the Erasmus International inclusion project.	All pupils take part in the Erasmus International inclusion project and feel fully involved and their voices are heard.	June 2020	Headship team KLP Lead	All pupils are included in the Erasmus International inclusion project.
Medium Term	Promote positive attitudes towards all pupils and all others people who have disabilities	Celebrate and highlight key national/local events such as Paralympics. Invite a Para Olympian into school, prior to Para Olympics.	Children get the opportunity to see people with disabilities as positive role models and equal.	July 2020	KLP lead Sports coaches	Pupils demonstrate positive attitude towards everyone in the Academy and local community, including people with disabilities.

Access Plan - Information Access

Time scale	Targets	Activities	Outcome	By when	By who	Success Criteria
Short /medium Term	Ensure appropriate information is accessible and meet the needs of individuals with disabilities.	Ensure information is available audibly, as well as different languages for parents with EAL that have pupils with a disability.	Parents and pupils can communicate clearly with the school	April 2020	Headship team Office staff	The school communicates well with pupils and parents, using communication that best suits their need.