



# Kingsmoor Academy

## Accessibility Plan

Review date September 2024

## Accessibility Plan- Identifying Barriers to Access

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

<b>Physical access</b>	<b>Completed</b>	<b>In Progress</b>	<b>Under discussion</b>	<b>Not yet addressed</b>
Classrooms are organised for disabled pupils.	✓			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, library and outdoor sporting facilities including playgrounds– 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 currently attend Kingsmoor			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	✓			
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	✓			

<b>Physical access continued</b>	<b>Completed</b>	<b>In Progress</b>	<b>Under discussion</b>	<b>Not yet addressed</b>
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.	✓			

<b>Curriculum Access</b>	<b>Completed</b>	<b>In Progress</b>	<b>Under discussion</b>	<b>Not yet addressed</b>
Lessons provide opportunities for all pupils to achieve.	✓			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils when applicable.	✓			
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 organisation 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.	✓			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols and large print.	✓			
Staff are familiar with technology and practices developed to assist people with disabilities.	✓			
All staff, pupils and parents have access to information.	✓			

## Access Plan - Physical

Targets	Strategy	By when	By whom	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ul style="list-style-type: none"> <li>To create a care plan for individual disabled pupils as part of the induction process when required.</li> <li>Be aware of staff and governors needs and meet as appropriate through questions and discussions.</li> <li>Find out access needs of parents through discussion when needed.</li> </ul>	<p>Ongoing</p> <p>Through recruitment process and during induction process</p> <p>Ongoing</p>	<p>Welfare And SENDCo</p> <p>Principal and office</p> <p>All staff to be aware and discuss with SENDCo</p>	<p>All children have their needs met with a care plan in place.</p> <p>All staff and governors have their needs met.</p> <p>Parents feel supported to access information related to their child.</p>
Layout of school to allow access for all pupils to all areas	<ul style="list-style-type: none"> <li>Consider needs of disabled pupils, parents/carers or visitors when considering any new builds.</li> </ul>	As required	Principal/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> <li>Put in place Personal Emergency Evacuation Plan for all pupils with difficulties</li> <li>Develop a system to ensure all staff are aware of their responsibilities</li> </ul>	<p>As required</p> <p>As required</p>	<p>SENDCo</p> <p>SENDCo</p>	All disabled pupils and staff working alongside are safe in the event of a fire

Targets	Strategy	By when	By whom	Success Criteria
Ensure accessibility of access to IT equipment	<ul style="list-style-type: none"> <li>Alternative equipment in place to ensure access to all hardware including hall</li> <li>Liaise with persons on information with regard to the visual impaired and hearing impaired pupils</li> </ul>	On-going and as required	SENDCo	Software may be required as required ICT Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	<ul style="list-style-type: none"> <li>Seek support from LA teachers of the deaf on the appropriate equipment</li> </ul>	When required	SENDCo	All children have access to the appropriate equipment
All fire escape routes are suitable for all.	<ul style="list-style-type: none"> <li>Make sure all areas of school can have wheelchair access.</li> <li>Ensure lift is in working order.</li> </ul>	On going and when required.	Principal  Site Manager	All disabled staff, pupils and visitors able to have safe plans escape route in the event of an emergency.

## Access Plan - Curriculum

Targets	Activities	By when	By whom	Success Criteria
Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing and as required	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation.  Children are well supported.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCo	Raised confidence of support staff  Children of different disabilities are well supported.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies	As required	SENDCo	All staff aware of individuals needs
Use ICT software to support	Make sure software installed where needed	As required	SENDCo  Regional IT team	Wider use of SEN resources in classrooms



Targets	Activities	By when	By whom	Success Criteria
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Ongoing and as required	Vice Principal	All pupils in school able to access all educational visits and take part in a range of activities