

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers 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 want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the **curriculum**
- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to pupils with disabilities

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	- Our academy offers a curriculum that is differentiated through outcome. - Our academy has high aspirations for ‘ALL’ pupils regardless of their starting points. - ALL pupils achieve well at Kingsmoor and leave reaching their full potential.	- Adaptive teaching is embedded. - The use of Word Aware, Colourful Semantics and blank levels throughout the school. - We deliver 1.1 and group Speech and Language interventions. - We run a specialist Speech and Language group for Early Years Pupils called Wellcomm - We have access to a range of assessments so	- Continue whole School Staff training. - Continue to access relevant training from Speech and Language, OT and our inclusion partner. - To maintain the positive relationships, we have built with a range of professionals. - Ensure that staff are deployed so that pupils are getting the right support at the right times.	SENDCo Teaching and support staff. SENDCo, SEN team and teachers.	Continuous	That all pupils are able to access their learning as the required adaptations are in place and pupils are provided with the correct resources. Teachers and support staff are confident with how to best support the pupils in their care. Relationships with other professionals remain strong so that we can call upon them when required. Their

	• Adaptive Teaching through 7C's Judith Carter Model • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	that the progress of all pupils is captured. • We have close working relationships with a range of outside agencies including Speech and Language and OT. Their assessments feed into pupil plans to ensure that they receive a holistic approach to their support. • Experienced Teaching Assistance are deployed in a way to ensure that the pupils who require it get extra support when they need it. • All pupils have the same opportunities to access enrichment activities for example: School Visits and participation in extra curriculum activities for example; history and Hang, swing and climb club. • We are a well-resourced academy and we invest in any additional resources that pupils may require to help overcome any barriers	• To undertake regular lesson walks to ensure consistency across the academy. • Audit resources to ensure that they are replenished and being accessed by the pupils that require them. • To audit interventions to ensure that they are having the desired impact. • To ensure that all plan, do, reviews are relevant and are impact on the pupils' progress and achievements. • Ensure that all staff are updated with any changes to a pupils' additional needs and the adaptations required. • Checking that 'All About Me' documents are compiled with the child to ensure that their wishes and feelings are given priority. • To engage with parents and carers. • To check Risk Assessments and One	SLT, Subject leaders and SENDCo. SENDCo Class Teachers and Teaching assistants	advice is acted upon so that pupils are supported in the most effective and correct way. All pupils are given the correct support and at the right time for the right amount of time. Individual and group interventions have the desired impact on the pupils' progress and achievements. Pupils feel fully included and know that they are a valued member of Kingsmoor Academy. Pupils feel that they have a voice that is acted upon and that there are staff that can approach if they have a problem they wish to discuss or share.
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		to learning for example; writing slopes, pencil grips, coloured paper and foot rests. • Widgit symbols are used across school to ensure consistency and to support understanding. • Pupils with additional needs have an 'All About Me' document that they contribute to and this is shared with the relevant stakeholders. • Positive relationships with parents and carers.	plans are updated and remain relevant.			All risk assessments are in place and reflect on pupils' additional needs. Parents and carers feel informed and included in all decisions regarding their child and their education.
	To ensure that the curriculum is adapted for all pupils	• All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model.	Continue to audit staff training requirements and provide additional training to fill gaps and enhance the quality of curriculum delivery	SENDCO and Teaching and SLT	On going	Increase in access to the whole curriculum Barriers to learning are overcome where possible

		• A number of our teachers and teaching assistance are trained in delivering Makaton • Groups run within school to address pupils Fine and Gross Motor schools. • Some of our pupils follow exercise programmes provided by OT and speech and language • Resources are used effectively to ensure all pupils can access the whole of the curriculum such as reading devices	through effective adaptive teaching. This year specifically focussing on strengthening neuroinclusive practice. All resources in the classroom are labelled with a word and picture to support	Teachers and teaching assistants	Autumn 24 onwards. September 24 From September 24	through adaptive teaching and additional accessible resources.
	• Curriculum resources include examples of people with disabilities	• Our academy follows Jigsaw for our PSHE curriculum which covers disabilities and differences. • The school has an extensive range of books where our students can see themselves within a book. • PowerPoint slides for assembly show a wide variety of people • There are also books in the Rainbow Room to	Staff training Having a PSHE leader within school that works closely with SENDCo and Safeguarding lead. Updating resources and texts to reflect the community.	Principal, Vice Principal, Teaching and Learning Lead, Safeguarding team. PSHE Lead Reading lead	ongoing	All pupils feel a sense of belonging and can articulate what the culture of the academy. Pupils speak positively about the range of texts in the library.

		support pupils to understand their feelings and differences. For example: 'Understanding My Autism.'				
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	All staff working within a year group have an awareness of the need within that year.	There are care plans in place and records of any personal care that has taken place for example: giving eye drops, checking temperature and changing. All plans are written with the involvement of the pupil, parents and other professionals where required. Each class has a Red Folder with pupils' details which is then accessible to anybody covering the class.	Transition is carefully planned so that all relevant information is passed to the receiving staff. Professionals for example OT and SALT visit regularly to assess the changing needs of the pupils and advise of any changes required. SENDCO and SENDCO assistant discuss pupils needs with the staff within a year group. Staff receive regular training from SENDCo, ATT, SALT and other professionals where required.	SENDCo Year group staff Safeguarding Team	On-going as needs change regularly.	All pupils regardless of if they have a disability have access to the same education benefits as their peers. Relevant staff are aware of the needs of the pupils and are trained to ensure that any additional needs are met.

			Audit the needs, provision and resources in place to ensure that we are endeavouring to overcome any barriers to learning.			
	Access to IT Facilities	All classrooms have an interactive whiteboard. Lessons can be interactive, in the moment and prepared screens (lesson plans) have images and symbols that support learning. All staff have access to Widget and it is used across school to ensure consistency. The background colour on the IWB can also be changed to suit pupils needs. i-pads are used within classrooms to support pupils who have difficulty reading from the board. i-pads are also used to provide pupils with opportunities to practise skills that they may find	Continued CPD for staff. Lesson Walks Continue with the subscription and use it to support parents understanding too. Update and replace technology when able.	SENDCo and Computing lead. SLT Teachers, TA's, SENDCo and SEDNCo assitant	On-going	Adaptations and tweaks are in place to ensure that all pupils can access the teaching and learning opportunities available. Visuals and symbols enhance pupils understanding. IT fasciitis are used to

		difficult. For example: spelling. Laptops can be used to support those pupils who may have difficulty reading and writing as the dictate and read aloud are used.				
	e.g. adapting the environment to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height	Our academy is fully accessible to wheelchair users. We have one elevators in the KS2 building as the KS1 building is all one level. We have disabled toilets on both levels of the building. Sinks are at a level that is friendly to wheelchair users. We have ramps so that pupils can access Early Years and classrooms on all levels. The corridors are wide enough for wheelchair users.	The elevators and other electric equipment need to be maintained and serviced regularly. OT regularly to assess if the facilities are suitable to be used by the pupils who require them. Lending library available when needed.	SENDCo, Office Manager, Site Supervisor and ATT estates, SENDCo to contact relevant professionals to support. Estates and Onsite manager. (Ensure that they are maintained, clear and safe.)	On-going	So that the whole school inside and outside is fully accessible to pupils, parents and other visitors that may have a disability. Pupils build their independence and self-help skills in preparation for the next stages in their lives. The building is totally accessible for anyone dependent on a wheelchair.

	e.g. Escape routes in fire/ lock down	- Pupils who have an additional need that may impact on the escape routes have in place their own PEP. (Personal, Evacuation, Plan.) This is shared and signed by the pupil, parents and staff that come in contact with the pupil. - Fire Drills and Lockdown drills are practised regularly and if any difficulties are highlighted, the plan is changed to overcome this.	- New PEPs are written and shared at the start of each academic year. - Fire drills are planned and carried out regularly. - Lock down procedures are also practised at the start of a new academic year. - The practises take place at different times of the day to cover a range of scenarios. For example; during lunch time.	Principal, SENDCo, Site Manager and Office Manager.	Plans revised at the start of the academic year. (New classroom and route.)	All pupils are confident with Fire Drill procedures and what to do if there needed to be a lock down. Pupils are able to get to a place of safety in a timely manner.
	Hearing accessibility	- Liaise with teacher of the deaf. - Wear Hearing enhancing equipment. - One plan written to support needs. Individual pupils wear hearing aids. If they turn up to school without their aid we make a phone call home. - Class teachers have spare batteries in the classroom. - Hearing Impaired specialist visits school to work alongside pupils.	To maintain relationship with Hearing impaired specialists. School are notified of any changes to the hearing via medical notes and hospital letters. Medical folder/ red folder kept updated.	SENDCo Office Manager Class Teachers Parents.	On-going	A hearing impairment is not a barrier to the pupils learning.

	lighting to facilitate effectively use of class interactive whiteboard.	-Support with pupils seating positions within class. -Use of blinds to block out the glare of the sun.	- Advise from the visual impaired specialist teacher.	SENCo Teachers Site manager	At the start of each academic year as pupils move classrooms.	Children who are visually impaired or those who are sensitive to light are seated so that they have a clear view of the board and teacher.
	Accessibility to IT equipment	- Alternative equipment in place to ensure access to all hardware including hall - Liaise with persons on information with regard to the visual impaired and hearing impaired pupils	- Alternative equipment in place to ensure access to all hardware including hall - Liaise with persons on information with regard to the visual impaired and hearing impaired pupils	SENDCO and IT Technician	ongoing	All disabled pupils, staff, governors, parent/carers and visitors are able to have their needs catered for in partnership with the school

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	Our academy uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations- including Widgit	- Widgit is used across school. - Communication boards and keyrings are used to help pupils communicate their needs. - Information is posted evidence me and Website to make it more accessible. - Internal signage - Large print resources	-Update the directory of outside agencies and other professionals to signpost the parents to for support. -Keep website updated	All staff	September 24	That all parents will have access to 'My Child At School.' The website provides current information that is accessible to parents.

	• Posts on Class Dojo so information can be accessed digitally • Information on Website including the Newsletters. • Signposting to other agencies for support.	- Pictorial or symbolic representations - AI to support reading age -			Termly	
	The academy considers: Students, different needs, adult needs, staff needs and parent/ carer needs	EVERY training available to all staff for example: Working from heights, Manual handling and First Aid. Early identification of pupils needs through observations and assessments. Pupils are quickly referred to other professionals for example; Speech and language, OT and School Nursing. -Well being champion for all staff in school. -Any staff member with a long-term medical need can be referred Occupational Health and reasonable	To signpost all staff to the training available on EVERY and ensure that staff can access EVERY. To re-visit the gradual response that is in place for pupils who staff have concerns about. Use SALT, MIND and inclusion partner deliver further staff training, so interventions can benefit groups of pupils not just individuals. To make sure this explained to staff especially in attendance meetings. Continue to refresh training	Office Manager ATT IT support SENDCo Teachers SENDCo and SENDCo assistant Office manager ATT HR, SLT and Office Manager	Autumn 24 September 24	Staff have accessed CPD through VERY portal. Early identification of needs and support to be in place in a timely manner. Pupils get assessed by other professionals in a timely manner. Pupils will have a SALT assessment quicker than if they were to wait on the NHS and interventions can be delivered in school.

		adjustments in the work place recommendations followed. We have staff trained to be mental health responders and mental health first aiders. We have Well-being team within school and the staff know that they are there to talk to. The Employee Assistant Program (VIVUP) where employees can access counselling, medical advice and employee benefits. Our Family liaison officer support parents and signpost them to other professionals and services available to them. The SLT within the academy have an open-door policy where staff, pupils and parents feel they can approach the team.	Continue to share services available to parents at SEND Coffee mornings.	First Aid responders and Principal SLT- Wellbeing champions. Safeguarding Team and SLT	Staff have the correct equipment to carry out their roles safely. Staff receive the support that they need and the academy can make any necessary/reasonable adjustments. To build on the culture of the academy and the sense of belonging and appreciation. Having coffee mornings in school result in more parents accessing the services.
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	Written materials will be available in a variety of different supportive formats	Our Newsletters and important messages are put on the school website.	The academy should ensure that all school newsletters and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.	Principal	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.
		We have enlarged text and printed the text on to different coloured paper depending on the needs of individual pupil.	Regularly review the needs of the pupils who are visually impaired or are sensitive to light as their needs may change. Ask for support from VI team if required.	SENDCo and Class teacher.		Pupils who have a visual impairment are not put at a disadvantage due to it.

Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.