



**KINGSTONE ACADEMY TRUST  
APPROVED POLICY DOCUMENT**

**Accessibility Policy and Plan**

<b>Relevant School/s:</b>	<b>KHS and KTPS</b>
<b>Policy Officer:</b>	<b>Sally Spreckley</b>
<b>Approval:</b>	<b>Delegated</b>
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<b>Next Review:</b>	<b>3 years or upon legislative change</b>
<b>Distribution:</b>	<b>Public, on website</b>

# Accessibility Policy

*Kingstone Academy Trust will strive to provide a fully accessible site and facilities for everyone, regardless of disability*

## **1. Introduction and Context**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. However, the Disability Equality Duty in the Disability Discrimination Act (DDA) continues to apply.

The Equality Act 2010 outlaws any discrimination by schools against either current or prospective disabled pupils in their **access** to education.

This policy is drawn up in accordance with the Equality Act 2010 and it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

The policy seeks to describe the method by which accessibility to the school and its facilities will be established and maintained, in line with current legislative requirements.

## **2. Definition of Disability**

Definition of Disability under the Equality Act:

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

**Note:** People who have had a disability in the past that meets this definition are also protected by the Act. People with some visual impairments are automatically deemed to be disabled. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis.

It is unlawful for a school or other education provider to treat a disabled student unfavourably.  
Such treatment could amount to:

- **Direct discrimination**

An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

- **Indirect discrimination**

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

- **Discrimination arising from a disability**

An education provider must not discriminate against a student because of something that is a consequence of their disability. For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

- **Harassment**

Education providers must not harass students because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

### **3. Aims**

Kingstone Academy Trust aims to include all pupils, including those with disabilities, in the full life of our schools.

#### **We recognise our duty under the Equality Act:**

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To publish an Accessibility Plan.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; this may include:
  - changes to practices or procedures
  - changes to physical features
  - changes to how learners are assessed
  - providing extra support and aids (such as specialist teachers or equipment)

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our strategies to do this will include:

- having high expectations of all pupils

- following the Admissions Policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- ensuring appropriate training is available for teachers and teaching assistants to teach and support disabled pupils
- ensuring classrooms are optimally organised for disabled pupils
- planning lessons that provide opportunities for all pupils to achieve
- delivering lessons that are responsive to pupil diversity
- delivering lessons that involve work to be done by individuals, pairs, groups and the whole class
- encouraging all pupils to take part in music, drama and PE activities
- providing access to computer technology appropriate for students with disabilities ensuring school visits are made accessible to all pupils irrespective of attainment or impairment
- examining our Library and text books to ensure that there are examples of positive images of disabled people
- aiming to remove all barriers that may impede learning and participation.

We will continue to seek and follow the advice of SLA service providers, such a specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

#### **4. Actions and Responsibilities**

**The Governors are responsible for:**

- Ensuring the requirements of the Equality Act are met via the Accessibility Policy and associated policies,
- An Accessibility Plan is published as operational guidance.
- That published policies reflect the Accessibility Policy

**The Executive Headteacher is responsible for:**

- Ensuring that the policy is implemented,
- All staff are aware of the details of the policy
- The Accessibility Plan is updated regularly

#### **5. Monitoring and Review**

Kingstone Academy Trust recognises that on-going monitoring will be essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning as and when required.

We will monitor:

- Attendance

- Effects on pastoral strategies
- Rewards
- Sanctions
- Extra-curricular activities
- Parents attending consultation meetings
- The implementation of the Accessibility Plan
- SEN Register
- Behaviour

## **6. Notes to the Policy**

This policy aligns with the Admissions Policy, Equality Policy, SEN policy, Health and Safety Policy, Safeguarding Policy and Faculty Teaching and Learning Policies.

Schools are not expected to change their premises. They are expected to make long-term plans for improving access to their buildings through their planning duties.

***Date established by the governing body: September 2012***

***Date for review: September 2016 or in relation to legislative changes***

***Reviewed: February 2017***

# KHS Accessibility Plan

***A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.***

## **1. Key Objectives of the Accessibility Plan**

- **To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.**
- **To provide resources that meets the needs of the individual student and supports them towards developing independence.**
- **To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability**

## **2. Scope of our Plan**

This plan addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled (both current and prospective) in a wide sense, including those with special educational needs, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

Students falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, asthma and progressive/degenerative conditions.

This accessibility plan takes into account whether students with a disability have an impairment which affects normal day-to-day activity in one or more of the following ways:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Should increased access be identified, then KAT will identify the action it intends to take to increase access for those with a disability. This will be in two key areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

This will be published and evaluated annually.

### **3. Operational Considerations**

#### **3.1 Temporary and Permanent Needs of Students**

Existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

#### **3.2 Staff Recruitment and the Needs of Existing Staff**

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equalities Policy and Recruitment Policy. The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

#### **3.3. Education**

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team all aspects of school life. Each student is viewed as an individual, supported in their progress towards as fully as independent and achieving future, as possible.

#### **3.4 Involvement of disabled students, staff, parents and other users of the school**

For students with a Statement of SEN or those with an EHCP, the views and aspirations of disabled students are formally gathered annually through the Annual

Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the student’s point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting.

This includes the opportunity to express any concerns or queries they may have regarding their child’s progress and the provision in place for them.

#### **4. Access Audit**

An Access Audit will inform Academy Management of issue to be action immediately or planned for in the medium to long term. The Access Audit is a working document.

**KAT ACCESS AUDIT CHECKLIST: A - APPROACH and CAR PARKING**

**KAT ACCESS AUDIT CHECKLIST: B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS**

**KAT ACCESS AUDIT CHECKLIST: C – ENTRANCES, INCLUDING RECEPTION**

**KAT ACCESS AUDIT CHECKLIST: D – HORIZONTAL MOVEMENT AND ASSEMBLY**

**KAT ACCESS AUDIT CHECKLIST: E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE**

**KAT ACCESS AUDIT CHECKLIST: F – DOORS**

**KAT ACCESS AUDIT CHECKLIST: G – LAVATORIES**

**KAT ACCESS AUDIT CHECKLIST: H – FIXTURES AND FITTINGS**

**KAT ACCESS AUDIT CHECKLIST: I – INFORMATION**

**KAT ACCESS AUDIT CHECKLIST: J – MEANS OF ESCAPE**

**Date of Plan: September 2017**

**This Plan is a working document and will also be formally reviewed every 3 years.**

<b>Kingstone High School Accessibility Plan</b>		
<b>Objective</b>	<b>Actions</b>	<b>Timescale</b>

Ensure reference to the Accessibility Plan is made in relevant documents.	Inclusion of appropriate text in School Handbook, SEND Policy.	On-going with Policy updates
Continual monitoring of the needs of students to ensure future refurbishment work benefits students with physical disabilities.	<p>If needs are identified, seek advice on appropriate design features.</p> <p>Identified needs to be addressed in the Accessibility Plan:</p> <p>One pupil with Achondroplasia. Support from Occupational Health in alterations to facilities and provision of appropriate seating.</p>	On-going.
A - APPROACH and CAR PARKING	To investigate visual, audible and tactile information.	Short to medium term as part of a whole school information provision audit.
B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS	Assess whether a handrail needs to be provided.	Short term – site team to assess.
	Identify appropriate visual/tactile information sources.	Short to medium term as part of a whole school information provision audit.
C – ENTRANCES, INCLUDING RECEPTION	Assess the need for an induction loop.	Short to medium term as part of a whole school information provision audit.
	Create a tactile map of the school.	Short to medium term as part of a whole school information provision audit.
D – HORIZONTAL MOVEMENT AND ASSEMBLY	Increase signage around the school	Short term
	Investigate the use of textured surfaces to convey useful information for people with impaired vision.	Short to medium term as part of a whole school information provision audit.
	Improve direction or information signs for those with impaired vision?	Short term
	Assess the need for a hearing loop to be installed in reception.	Medium Term

	Check whether telephones are/can be fitted with inductive loop couplers?	Medium term
	Assess whether a minicom would support people with hearing disabilities?	Medium term
E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE	Improve signage (visual and tactile) to the lift.	Short term
F – DOORS	Undertake a full audit of all doors and closure systems.  Assess if handles need to be repositioned for smaller children.	Short term
G – LAVATORIES	Alteration of disabled toilet	Short term
H – FIXTURES AND FITTINGS	Improve signage to all relevant locations?	Short term
I – INFORMATION	Improve provision of information throughout the building.  Assess if hearing assistance is required  Obtain advice on developing a tactile plan of the building?  Assess which information and documents need to be in a large-print versions  Explore the need for 'braille' or 'audio' information for people with visual disabilities  Investigate staff training in communication with people with physical and sensory disabilities?	Short to medium term as part of a whole school information provision audit