

KICKSTART ACADEMY

ACCESSIBILITY PLAN

DATE FINALISED:	29 August 2019
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REVIEW DATE:	August 2022

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 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 disabled pupil faces in comparison with non-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short</p> <p>To ensure resources are fully stocked.</p> <p>Medium</p> <p>Ensure planning of the curriculum meets the needs of all current and prospective students.</p> <p>Long</p> <p>Ensure long term curriculum planning factors in the need for a tailored and differentiated curriculum.</p>	<p>Regular stock checks</p> <p>Continuous review of the curriculum through quality improvement plan and school self-evaluation.</p>	<p>SENCO</p> <p>Head Teacher</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>Short</p> <p>The continuous good working order of facilities within the environment.</p>	<p>Issues or problems reported to estates team in a timely fashion.</p>	<p>Telford College – Estates Team</p>

	<ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Medium</p> <p>Access is regularly monitored to ensure it meets the standards needed.</p> <p>Long</p> <p>To ensure long term that plans for change in structure factor in the need for access to the physical environment.</p>	<p>Checks completed by Estates team to ensure effectiveness.</p> <p>Any structural or environment change is to be planned and plans reviewed with environment and accessibility factored in.</p>	<p>Health and Safety Manager</p> <p>Health and Safety Manager</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods where necessary to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Short</p> <p>Ensure all resources needed for delivery are relevant</p> <p>Medium</p> <p>Regular assessment of where varying communication methods are needed</p> <p>Long</p> <p>Ensure that students with disability are making required progress through communication aids.</p>	<p>Regular reviews of equipment needed in relation to any disability needs.</p> <p>Regular assessment of the school environment and how applicable it is for information delivery.</p> <p>Regular checks through students learning plans and progress trackers to ensure the needs of communication delivery are being met.</p>	<p>SENCO</p> <p>Head Teacher</p> <p>Head Teacher</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher, as delegated by the Kickstart Board.

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 pupils with medical conditions policy