

# Accessibility Plan & Equality Objectives

KTS Academy



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## Accessibility Plan and Equality Objectives

Schools are required to have an **accessibility plan**. This is a statutory requirement (see DFE's guidance on statutory policies for schools).

**The Equality Act 2010** came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "**schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation**".

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

### **How should an accessibility plan be published?**

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.

### **What is included in an accessibility plan?**

The DFE's statutory advice document (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented. Schools' plans should reflect their intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the **curriculum**
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible **information** to disabled pupils.

(paragraph 4.29-30)

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Within KTS Academy's plan:

- For each aspect there are targets and actions
- Success criteria is included
- The timescale for completion is indicated
- Resource implications are costed.
- Systems of evaluation and monitoring are included
- Training needs are identified (related to targets).

KTS Academy has produced this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Deputy Headteacher

It will be approved by the governors health and safety committee.

## **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
- SEND policy
- Supporting pupils with medical conditions policy

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> <li>All of our pupils have a disability or SEND and our curriculum reflects this. It have two pathways which teachers expertly tailor to meet pupils individual needs, making it accessible for all.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities e.g. eye gaze, easi-grip scissors, adapted bicycles.</li> <li>Curriculum progress is tracked for all pupils in very small steps to demonstrate progress and identify next steps.</li> <li>Curriculum Lead practitioner appointed to continually review and monitor the curriculum, deliver staff training liaise with other settings, to ensure KTS are following best practice for our pupils with disabilities.</li> </ul>	<p><b>Short term –</b></p> <p>CPD for new staff to ensure they have skills and knowledge to deliver curriculum – Rebound, White Rose, Engagement Model.</p> <p>Work with Lead Practitioner in supporting subject leads to develop their curriculum area ensuring it is the best it can be in terms of meeting the needs of each pupil.</p> <p>Purchase a new minibus and new school car – pupils from KTS+ and High Hills have access to the main site, as needed.</p> <p>Purchase additional trampoline to increase access to Rebound therapy for all students.</p>	<p>Plan CPD as part of annual cycle meaning all staff are trained adequately.</p> <p>Support lead practitioner in working with subject leads to develop their area – SLT to oversee this.</p> <p>Look at vehicle options and ensure the most cost-effective, whilst still meeting requirements.</p> <p>Look at options for trampoline – do we need one more or two new ones?</p>	<p>SLT</p> <p>SLT</p> <p>RA,SLT</p> <p>Rebound team, SLT, RA</p>	<p>Sep 23</p> <p>Sep 23</p> <p>July 23</p> <p>July 23</p>	<p>All staff have knowledge and skills to deliver curriculum that is broad, balanced and inclusive for all.</p> <p>Subject leads are confident that their subject/area meets pupils needs and continually reflect, review and adapt as they develop their own knowledge through training and working with other schools.</p> <p>All pupils have access to Rebound Therapy.</p> <p>All pupils are able to access the main site, as required.</p>	

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Accessible tables</li> </ul>	Ensure new classrooms are accessible to those with disabilities e.g. toilets, ramp access.  Ensure facilities at KTS+ and High Hills are suitable for all pupils – refurbish toilet and changing facilities.	Oversee design and build of new classrooms to ensure they are suitable for the pupils.  Toilets to be refurbished at High Hills and KTS+	SLT, RA	Sep 24	New classrooms are fully accessible to all pupils.  Toilet facilities at High Hills and KTS+ are suitable for all pupils.	
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <li>• Pupils have access to a Total Communication approach.</li> <li>• Staff receive training from Speech and Language Therapists to ensure they can support pupil's communication.</li> </ul>	Develop the use of communication boards across school including:  Playgrounds/outdoor areas  Areas around school e.g. soft play, hydro	Establish communication boards across school and train staff in how to use them.	LC, DA, EL	July 23	Communication boards available around school so that all pupils have the information they need to communicate their needs effectively.	

## Accessibility Plan

<b>TARGET</b>	<b>ACTION</b>	<b>TIMESCALE</b>	<b>COST</b>	<b>SUCCESS CRITERIA</b>
To further develop / improve the building to increase accessibility	<p>To add ramps / steps to grassy areas to develop motor skills for pupils with coordination difficulties.</p> <p>Extend astro-turf areas to ensure all areas are accessible to wheelchairs</p>	Summer 2023  Summer 2023	£1000  £10000	Stimulating play area to develop motor skills
To ensure pupils are supported in accessing the curriculum.	<p>To support sensory issues, through the employment of an OT to provide necessary programmes.</p> <p>To support additional communication needs through the training of staff in Makaton, symbol use, BSL, as appropriate.</p> <p>To support the behavioural needs of the pupils through additional staffing, a positive behaviour support team and counselling support, as required.</p> <p>To develop skills for the complex learners through ICT support from EyeGaze and visual tracking software.</p>	Continue through 2023  Summer 2023  Continue through 2023	£19000  £1000  £26000  £2000	<p>Sensory programmes in place to allow access to learning</p> <p>AAC developed and in place to allow access to learning</p> <p>Behavioural support and counselling service in place to allow access to learning</p> <p>Additional ICT support in place to allow access to learning, with additional from own staffing.</p>

To support the physical needs of the pupils	<p>Train all staff members in manual handling</p> <p>Employ and train staff members to help support medical needs within the classroom.</p>	<p>Summer 2023</p> <p>Ongoing</p>	<p>£1000</p>	<p>Pupils supported with the physical needs. Manual handling plans in place.</p> <p>Pupils supported with their medical needs.</p>
To ensure the school is accessible through consultation.	<p>Continue use of parental, student and staff questionnaires.</p> <p>Distribute survey at end of each year. Revise the questions, publish results as appendix to newsletter.</p> <p>Consult with other interested parties and users of the school to ensure that KTS provides the best possible service to any disabled parties.</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p>	<p>£400</p>	<p>Parents and pupils to complete questionnaires. Info to be published.</p> <p>Staff complete Pulse survey to gather views.</p> <p>Areas identified by users for development / improvement</p>
To review, assess and alter the accessibility plan after consultation with relevant parties, accordingly.	Collate any information gathered from school visitors, parents, staff, pupils, and users. Review and modify as required.	Annual		Continuous development of the plan