Kirkbie Kendal School Academy Trust

Policy Title:	**Accessibility**
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Member of Staff Responsible for review:	Business Manager
Governors' Committee/SLT Responsible:	F&P
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Date for next scheduled review:	Mar 24

Change Record

Version	Date	Description
1.1	F&P 18 Jan 18	Removal of reference to Disability Rights Commission (now falls under Equality Act 2010)
1.2	F&P 20 Jan 20	Updates in line with current practice
1.3	SLT 07.03.22 FGB 16.03.22 (for P&PM)	Replacement of Appendix 2 with updated version
1.4		

"Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies and procedures support the Child Protection Policy."

KIRKBIE KENDAL SCHOOL ACADEMY TRUST

ACCESSIBILITY POLICY (2022-24)

INTRODUCTION

KKS is committed to providing an environment that enables full curriculum access and that values and includes all students, staff, parents and visitors. KKS is committed to take positive action to develop a culture of inclusion support and awareness within School.

OBJECTIVE

The aim of this plan is to set out how Kirkbie Kendal School is committed to providing a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this.

KEY RESPONSIBILITIES

The school recognises that the following are key responsibilities underpinning the planning duty.
- To treat all students equally, fairly and with respect.
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan based on a self-audit and review the Accessibility Action Plan annually
- Promote positive attitudes and proactively support equality of opportunity towards people with disabilities
- Encourage participation
- Consider positive discrimination to take account of disabled people's disabilities

SCHOOL PRINCIPLES

- Compliance with the requirements of the Equality Act (2010) is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled student, including extracurricular activities and events.
- The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

Definition: in this policy, reference to 'School' means Kirkbie Kendal School

ACTIVITIES

The school will undertake to meet its key objective by developing three key areas:

1   Access to the Curriculum

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.
- To seek and follow the advice of services such as other schools, the LA, the Government, and appropriate health professional from the local NHS Trust to achieve best practice.

2   Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our school buildings, which contains many steps and levels, with narrow staircases and corridors, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice

3   Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the Learning Support Department, who will become responsible for distribution to the school staff. All relevant information will be collated in the school database of student needs and kept available for staff. Each student portfolio will be reviewed by the Learning Support Department, who will ensure the student can comment on how their needs are being met.
- The Learning Support Department will communicate individual requirements for enhanced scripts with the reprographics team to enable them to produce material for a specific student without having to refer back to the requesting member of staff. Teaching staff will take work to reprographics specifying which student requires the work, and for when.
- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate
- The use of projectors, TVs and other IT equipment must be considered in the context of student's disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.

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- Work with Local Schools, LA and local support services to source best materials at an appropriate cost
- Include parents and students in the choice of the most suitable media for the disabled child

LINKED DOCUMENTS

School Development Plan
Staff Development Plan
Building and site development plan

PUBLICISING THE PLAN

Copies of this plan will be promoted and made available to existing or prospective parents using the following means:

- School Website
- Application to the school

RELATED POLICIES
Curriculum Policies
Equal Opportunities Policy
Health & Safety Policy
Inclusion Policy
Lettings Policy
Pay & Conditions of Service Policy
Retirement Policy
Special Educational Needs & Disabilities (SEND) Policy

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS: **PAPER/ENLARGED PRINT/EMAIL/WEBSITE**

SELF-AUDIT – ACCESSIBILITY

Date: March 2022

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	✓		
Are your classrooms optimally organised for disabled students?		✓	
Do lessons provide opportunities for all students to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	✓		
Are all students encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?		✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓		
Are there high expectations of all students?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?		✓	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			✓
Are areas to which students should have access well lit?	✓		
Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?	✓		
Is furniture and equipment selected, adjusted and located appropriately?	✓		
Access to the written word			
Do you provide information in simple language, symbols or large print for students and prospective students who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities eg by reading aloud, overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

The audit identified that there are some difficulties to be addressed for the site due to the layout and age. These may be addressed over the coming years, funds being available.

APPENDIX 2

TARGETS	STRATEGIES	HOW	WHEN	GOALS ACHIEVED
Evacuation procedures	• Review of procedures. • New buildings designed to take account of guidelines.	Disabled refuges to be located in new Maths block and Science block.	Considered as part of all building plans	Review of needs of students, staff and visitors and what to do during an emergency.
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	KKS has high ambitions for all its pupils and offers a differentiated curriculum that is accessible for all pupils 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 ensure it meets the needs of all pupils	Include more examples of people in curriculum who have disabilities. Maintain an ambitious curriculum which meets all pupil's needs	SMSC audit to identify areas in the curriculum where diversity, including disability issues, are discussed and celebrated Monitor progress of all students to ensure the curriculum is fit for all.	NBs/JSd CBr	July 2022 July 2022 and ongoing	

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. We have a lift in the scence block to enable access to the top floor, disabled parking bays, clear signage for fire exits and on buildings and doors. Disabled toilets are available in the school in some areas.	To improve the disabled access for students, staff and visitors in school. In particular improve disabled access to toilets, provide classrooms with disabled access and wider corridors.	In all building work consider improving disabled access as funds allow	MHs/AEd	In line with SIF bidding process	Disabled access improves in school
Improve the delivery of information to pupils with a disability	All students who have visual or hearing impairments are identified on entry. Resources are provided in large print for these students where appropriate. Students with hearing issues are identified to teaching staff who seat them appropriately.	Maintain the information shared with teaching staff about the visual and hearing impairment of students.				

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