



Accessibility Plan

Approved by:

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Next review by: March 2023

Responsible for review: Deputy Head teacher Curriculum/ School Business Manager

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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.

Our mission at Kineton High School is for every student 'to achieve personal best' during their time at the school. We value Respect, Equality Collaboration and Resilience and are determined that every member of the community upholds these values. To that end, this plan will support our aims.

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 and collaborates any available partnerships to develop and implement the plan. We will work closely with our partner schools in the Stowe Valley Multi-Academy Trust; Warwickshire local authority and our local governing board in order to achieve the aims of this policy.

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.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Explain your school's approach here. Examples:</i></p> <p>Our school offers a differentiated curriculum for all pupils and will personalise this or make adjustments when necessary</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. When necessary, we seek advice as to what these resources are.</p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p>Targets are set effectively and are appropriate for pupils with additional needs or done in liaison</p>	<p>Increase access to the curriculum for pupils with a disability by:</p> <p>Reviewing the current curriculum to ensure that all students have access to a broad and balanced curriculum</p> <p>Consolidate the process for reviewing targets for students with additional needs to enable greater staff/parent liaison as needed.</p> <p>Staff to be confident using equipment to support students with disabilities eg</p>	<p>Review the PE/sport/extra curricular provision across the academy to ensure that an accessible progress pathway is available for disabled students</p> <p>Monitor the SOL reviews to ensure that the curriculum is accessible for all students.</p> <p>Training on equipment etc to be provided to staff as needed.</p>	<p>HGH</p>	<p>September 2020</p>	<p>A broad and balanced curriculum is maintained and all students have access to it.</p>

	<p>with these students and their parents/ carers</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>microphones etc</p> <p>Staff to be confident in continuing to adapt their teaching to the needs of all students.</p> <p>Short term: Each student will have access to the curriculum through the use of wave 1 practice and using the relevant technology if necessary</p> <p>Medium term: Ensure that all students are assessed for access arrangements at regular intervals to assess their need for learning and exams.</p> <p>Long term: Ensure technology is updated and adapted to match need, updated exam requirements and new technology.</p>	<p>CPD programme to support all staff in further developing differentiation for all students.</p> <p>1 – assess need within of being on school roll. 2 – meeting schedule with EO. 3 – Use of Kim Ballard within school with targeted students and other agencies such as 4 – Inventory of available technology in school and update accordingly. 5- Booking/ identification of technology to student. 6- Toolkit regularly updated – dates on toolkits 7- Staff cpd – circle of adults, differentiation, ‘implementing a toolkit’</p>			<p>Student progress in learning, exams – IR data/ A2L, results SEN behavior linked to learning reduced, need to identify current situation. Toolkits updated and highlight technology available and good practice Learning walk/ lesson observation – implementation of toolkit – evidence! CPD sessions to staff Number of circle of adults</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • There are ramps into the main school building and the Science block. • There is an elevator in the Science block (2017) 	<p>Assuming that funding is available and that the following is feasible considering the age of the building:</p> <ol style="list-style-type: none"> 1.Ramp to the external doors by the library 2. Ramps to both doors in the quad by the 	<ol style="list-style-type: none"> 1. Investigate feasibility and install. 2. Investigate feasibility and install. 3. Investigate feasibility and install. 	<p>All actions to be completed by the Assistant Business Manager/ School Business Manager/ Caretaker and outside</p>	<p>Action points to be reviewed annually and completed by March 2023</p>	<p>Pupils with mobility issues/ hearing and visual impairment can access all areas of the school.</p>

	<ul style="list-style-type: none"> • There are 3 disabled parking bays in different parts of the school, one new one has been located immediately outside the main entrance. • Disabled toilets are located in the Konnect building, the Science block and the sports hall. • Replacement external doors have provided better access; they are wider and the thresholds are lower. 	<p>library.</p> <ol style="list-style-type: none"> 3. Ramps to the doors in the quad by the canteen. 4. Ramp to the entrance to room 55. 5. Ramp to the entrance to room 57. 6. Ramp to the external doors by rooms 58/60 7. Ramps in the corridors where there small drops in level: <ol style="list-style-type: none"> a. by the Art rooms. b. by the Heads office. c. by the Food Tech room. d. by the main office. 8. Ramp to the entrance to the 6th form doors. 9. Ramp to the entrance doors by room 53. 10. Induction hearing loop for the main reception. 11. Furniture: SICO dining table that allows wheelchair access. 12. Outdoor picnic bench that allows wheelchair access. 13. Main reception desk 	<ol style="list-style-type: none"> 4. Investigate feasibility and install. 5. Investigate feasibility and install. 6. Investigate feasibility and install. 7. Investigate feasibility and install. 8. Investigate feasibility and install. 9. Investigate feasibility and install. 10. Obtain cost and purchase. 11. Obtain cost and purchase. 12. Obtain cost and purchase. 13. Obtain cost and purchase. 14. Investigate feasibility and install. 	<p>contractors</p>		
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		<p>that allows wheelchair access.</p> <p>14. New disabled toilet in the main block.</p> <p>15. Lift to allow access to first and second floors of main block.</p> <p>16. Lift to allow access to languages corridor.</p> <p>17. Lift to allow access to rooms by Food Tech.</p> <p>18. Relocate buzzer at main entrance to make more accessible</p>	<p>15. Investigate feasibility and install.</p> <p>16. Investigate feasibility and install.</p> <p>17. Investigate feasibility and install.</p> <p>18. Obtain quote and complete</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage which is reviewed regularly • Large print resources are used by teachers as stated in student toolkits • Pictorial or symbolic representations in lessons where available 					

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 Governors' student committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions

List any other linked policies that the school has here.

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				