



Kinsley Academy

Accessibility Plan

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Policy created by: Jo White on: August 2016

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Version Control Sheet

Version	Date	Author	Status	Comment	Review Date

Kinsley Academy Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Kinsley Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Kinsley Academy Accessibility Plan has been developed and drawn up based upon information supplied on the SEND register, information from outside agencies and after a premises evaluation by the SENCo and WCAT lead SENCo and members of the SLT team. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the academy’s Equality Objectives, and will similarly be published on the school website.
- 3) Kinsley Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) The Kinsley Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 - 5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 6) The Accessibility Plan will be published on the school website.
 - 7) The Accessibility Plan will be monitored through the Governing Body.
 - 8) The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 - 9) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

	Access to the Curriculum	Access to the Physical Environment	Access to Information
Short Term	<ul style="list-style-type: none"> • To audit resources in mainstream classroom for children with disabilities Purchase any needed resources • To ensure extracurricular Activities are accessible for the participation of all pupils. • Review the Academy’s policy and practice for administering medicines • Ensure all planning for the whole curriculum reflects and responds to the needs of all children 	<ul style="list-style-type: none"> • To update foundation stage changing facilities for pupils. 	<ul style="list-style-type: none"> • Support parents and children with English as an additional language and hearing/sight impairments. Ensure parents are involved in school events, understand newsletters and can access web site information.
Medium Term	<ul style="list-style-type: none"> • Purchase any additional resources • Training for staff in administering medication following review e.g epipen. • Training for FS and appropriate support staff in relation to Intimate Care Policy 	<ul style="list-style-type: none"> • Ensure appropriate checks and maintenance are carried out on all equipment in school relating to accessibility e.g lift. 	<ul style="list-style-type: none"> • Provide readily accessible information regarding different need types and support available both in school and through the Academy’s website

<p>Long Term</p>	<ul style="list-style-type: none"> • Training for all staff on team-teach 	<ul style="list-style-type: none"> • Seek advice from WCAT SIP and outside agencies with regards to any future improvements needed to the Academy to ensure that it is fully accessible 	<ul style="list-style-type: none"> • Training for all staff on team teach.
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