



KINGSBURY  
GREEN  
ACADEMY

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## Accessibility Plan

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### Links to other documents:

This policy should be read in conjunction with:

- Safeguarding Policy
- Health and Safety Policy
- Anti-bullying Statement
- Behaviour Policy
- Staff Code of Conduct
- Equality Information and Objective
- SEND Policy

## **Statement of intent**

KGA is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010 Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **Roles and responsibilities**

The governing board will be responsible for:

- Approving this policy and the Accessibility Plan.
- Monitoring this policy and the Accessibility Plan.

### **The headteacher or their nominated member of staff will be responsible for:**

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

### **The SENCO will be responsible for:**

- Working closely with the headteacher to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

### **Staff members will be responsible for:**

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## **Accessibility Plan**

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

### **Equal opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

### **Admissions**

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

### **Curriculum**

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and SENCo, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

### **Physical environment**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

### **Monitoring and review**

This policy will be reviewed on a 3 yearly basis or when new legislation or guidance concerning equality and disability is published.

## Action Plan 2023-2025

| Target  | Task   | Timescale   | Resource   | Who              | Monitoring           |
|---|--|---|--|------------------|----------------------|
| <b>Physical Environment</b>   |  |   |  |                  |                      |
| To improve access to the main entrance for every individual   | To plan and install as part of the school improvement plan, automatic opening/closing doors at reception               | Part of the Long-Term Maintenance programme. To be reviewed July 2025   | Estimated cost by Contractor £3,650                                  | Premises Manager | Local Governing Body |
| To improve the access to the Post 16 entrance for every individual  | To plan and install as part of the school improvement plan, automatic opening/closing doors at the top entrance        | Part of the Long-Term Maintenance programme. To be reviewed July 2025   |  | Premises Manager | Local Governing Body |
| To allow hearing impaired listeners to hear clearly and free of other distracting noise   | To plan and install as part of the school improvement plan, an hearing loop system within the Main Hall                | Part of the Long-Term Maintenance programme. To be reviewed July 2025   | Estimated cost by contractor £3,600 subject to full survey and tests | Premises Manager | Local Governing Body |
| The school takes into account the need of all persons when planning and undertaking refurbishments and new works. <ul style="list-style-type: none"> <li>To ensure doorways and stairs are suitably decorated with contrast for the visually impaired.</li> <li>To ensure all buildings have suitable access for all</li> </ul> | <p>Paint doors pearl grey, frames navy and walls polished pebble.</p> <p>To install appropriate ramps to entrances</p> | <p>This is part of a rolling programme of redecoration throughout the school</p> <p>This is part of a rolling Programme of improvements</p> | Difficult to price as subsumed in project and maintenance works      | Premises Manager | Local Governing Body |
| Ensure appropriate provision provided for all genders   | To provide gender neutral changing facilities  | This is part of a rolling Programme of improvements – First phase completed in 2021/2   |  | Premises Manager | Local Governing Body |

|   |   |   |                                  |                  |                      |
|---|---|---|----------------------------------|------------------|----------------------|
| To improve access to the small alternative access gate                  | To plan and install as part of the school improvement plan a ramp adjacent to the steps along the side of the Main hall | Part of the Long-Term Maintenance programme. To be reviewed July 2025 | Estimated costs £4,000 to £8,000 | Premises Manager | Local Governing Body |
| <b>Written information</b>  |   |   |                                  |                  |                      |
| Staff, governors and pupils have training in disability equality issues |   | 2024  |                                  | SENCO            | SEN Governor         |