

Accessibility Policy & Plan

Kingsland School

Location: Broadbent Road Site



Kingsland School

Date of the last review:	July 2021
Date of this review:	July 2024
Date of next review:	July 2027
Comments:	Reviewed in line with statutory requirements and cross reference with any changes to site infrastructure.
Head teacher's Signature:	
Review approved by the Governing Body	Shared with the Management Committee via the hub on 23.07.2024 – committee held on 25.09.2024

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1. Aims

Under the Equality Act 2010, it is statutory for schools to have an accessibility plan. The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, governors and members of the wider community who may have a disability to ensure they can access our provision.

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.

We aim to:

1. **Provide access to the Curriculum;** to increase the extent to which pupils with disabilities can participate in the curriculum.
2. **Improve the physical environment of the school;** to enable pupils with disabilities/special needs to take better advantage of education, benefits, facilities and services provided.
3. **Access to Information for staff, parents/carers and pupils;** we aim to ensure that pupils, parents, staff and visitors have access to the information that they need with due regard to confidentiality.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

The Policy is shared via the school website and through hard copies are available from our reception area / main office at both sites.

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.

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	Complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability / Special Needs	At Kingsland School we offer a personalised and differentiated curriculum to meet the needs of all our pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum, teaching & learning policy is reviewed on an annual basis to ensure the needs of all pupils are met. This encompasses & balanced and broad curriculum. Access arrangements for tests/examinations are carried out. Effective assessment plan in place; Assess, Plan, Do which is part of the graduated response to supporting pupils with special needs / disabilities. The SEND provision register is circulated to all staff. Pupils with specific, identified medical needs are supported in our Specialist Learning Centre.	To ensure pupils with SEND are assessed and the level of work is suitable to meet their needs. To ensure the best outcomes for our pupils & remove barriers to learning. To ensure that pupils have equal access to all core subjects and activities which are differentiated to meet individual needs and abilities. Annual policy review. Pupil centered reviews are carried out on a termly basis. To allow pupils to access tests with the support they are entitled to. To ensure that there is consideration of SEND across all curriculum areas and all aspects of teaching. Pupils & their families play an active role in the review cycle; contributing to the success of pupils accessing the curriculum. A well-established home tuition team based at the SLC provide access to learning for pupils at home.	Continue to develop the knowledge and skills of all staff to manage the range of needs in school.	Head teacher Assistant Head teacher SENDCO	Continuous	

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations Termly review meetings are held with parents/carers to identify any improvements that can be made. This provides opportunity to meet face to face.	This allows parents/carers and pupils to have access to all the information they need.	No action at present	SENDCO		
Improve the accessibility of information for pupils, parents, carers.	Relevant copies of information/ documentation are available on the school website & hard copies are available from the office. Parents may request copies of their child's academic records free of charge. Parents/pupils may not be given access to information on other pupils/staff as this would be in breach of the Data Protection Act. Any request for information should be made in writing to the Head teacher. Any complaints must be addressed through the school complaints procedure. Pupils have access to written reports/progress information. Regular feedback from teacher/form tutors. The Send Information Report is reviewed on an annual basis and is available on the school website.	A regular review of the school website is carried out to ensure information is relevant. <i>See Data Protection Policy for further information on Subject Access Requests (SAR's)</i>	Review the complaints procedure.	Head teacher School Business Manager IT Manager	Regular website meetings & compliance checks	In place

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The reviewed policy will be presented to the Committee. The Head teacher and the Chair of Governors will formally approve the policy if there are any significant changes made to the building.

5. Links with other policies

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

- Health and Safety Policy
- Special Educational Needs (SEND) Policy
- Curriculum Teaching & Learning Policy
- Data Protection Policy
- Complaints Procedure
- SEND Information Report.

Reviewer: C Emerson

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Reviewed: new policy January 2018

Reviewed: July 2021

Reviewed: July 2024

Appendix 1: Accessibility audit

The table below contains features we assessed as part of an audit of the school's physical environment.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	- Kingsland is a single storey building. - There is one internal staircase in the building to the mezzanine area. This is supported by a banister and is only accessible to staff. - There is no evacuation mat required for this area.	None to be taken	n/a	n/a
Corridor access	Corridors are clear with an unobstructed width. Daily checks by Site Manager of all areas.	None to be taken	n/a	n/a
Lifts	Not applicable	Not applicable	n/a	n/a
Parking bays	There is one parking bay in the car park. Clear notice is displayed to identify this area.	None to be taken	n/a	n/a
Entrances	The Visitors Entrance has double doors to allow entry for wheel chair. (each door measures – 750mm)	None	n/a	n/a
Ramps	There is a ramp located at the main visitor's entrance. This is accessible via the car park next to the disabled parking bay.	Ensure the access area to the ramp is clear – routine checks to be made.	Paul Hough – Site Manager	ongoing
Toilets	Disabled toilet located off the corridor adjacent to the visitors entrance.	No further action	n/a	n/a

Reception area	Reception area is now clear and allows 1 meter distance between furniture and interior walls. Staff asked not to allow deliveries to be left in this area causing an obstruction.	Monitor this area closely for items being placed there that would impact on the 1 meter access space.	Site Manager	Ongoing
Internal signage	All exits are clearly marked. Toilets are clearly marked.	Regular checks on the placement of signage to ensure it has not been defaced or removed.	Site Manager	Ongoing
Emergency escape routes	All escape routes are clearly marked. Emergency lighting is fitted. Personal Evacuation Plans (PEEPS) are prepared for those children and adults requiring assistance exiting the building during an emergency. A Health & Safety information leaflet is provided to visitors upon arrival. Visitors are asked to inform our receptionist/ office staff if they require assistance during an evacuation.	Monitor	Site Manager	Ongoing