



Kirkby Woodhouse School – Aspire MAT

Accessibility Policy

Revised – September 2023

Next Review Date – September 2024



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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.

At Kirkby Woodhouse School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Kirkby Woodhouse promotes the individuality of all our children, irrespective of ethnicity, attainments, age, disability, gender or background. Our academy aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls or boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable and who are being monitored by our pastoral team.

The plan will be made available online on the academy website, and paper copies are available upon request.

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

Our academy, which is part of the Aspire MAT, supports any available partnerships to develop and implement the plan.

Our academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, children and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Academies 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.

Information from pupil data and school audit

We have several children with a range of diagnosed physical and neurodevelopmental conditions which require additional support through ensuring the school is as accessible as possible to accommodate those needs.

We collect information from all pre-school settings which feed into Kirkby Woodhouse, including home, so that we are prepared for all children when they arrived in school.

We liaise with parents and professional involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils.

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>	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>Our academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Audit of needs of pupils in school.</p> <p>Pupil wish lists.</p> <p>Review current provision.</p> <p>Priorities funding towards pupils with a disability or barrier to learning.</p> <p>Consider alternative communication systems.</p> <p>Consider the way in which information is presented to pupils.</p> <p>Consider ways in which pupils can communicate their ideas.</p> <p>Invest in resources which will remove barriers to learning, including use of ICT.</p>	<p>All Staff. Subject leaders. Relevant external agencies. Subject advisors. SENDCo</p>	<p>On-going as curriculum is updated and planned for.</p>	<p>Barriers to learning removed or significantly reduced.</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"> • Flat accesses to rooms • Corridor width 	<p>Ensure any new building adaptations are in line with DDA requirements (consider CIF Bids). Continue to monitor school premises in line with new pupils who start school at any entry point.</p>	<p>Site Manager Head teacher Bid writers</p>	<p>On-going as bids are accepted and building is modernised.</p>	<p>The school building has all barriers to accessibility minimized or eliminated for pupils with disabilities.</p>
	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets • Double doors in Year 1 entrance • Handrails where needed. 				
<p>Transition and information sharing</p>	<p>We plan ahead for each new intake and transition to other schools to ensure all needs are planned for and met.</p> <p>Implement additional transition visits as required and meet with secondary SENDCOs.</p> <p>Transition and information sharing is shared between year group staff when children move year groups.</p>	<p>Ensure all staff have read the Equality and SEND policies. Put special arrangements in place including individual care plans/behaviour plans. Contact previous school for medical information and ensure all documents are passed on when pupil leaves.</p>	<p>SENDCo Head Teacher Year 6 Teacher and F2 teacher Class teachers Nursery – our own and external settings</p>	<p>End of year, transition points and for pupils who enter school at different points in the year.</p>	<p>Receiving schools are fully informed and in receipt of all necessary information regarding any disabilities.</p>

<p>Raise staff awareness and improve the delivery of information to pupils with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible. These currently include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via</p> <ul style="list-style-type: none"> • Staff meetings. • PSHE lessons. <p>Ensure school policies reflect pupils with disabilities and refer to accessibility plan where relevant.</p>	<p>LA. Family SENDCO SSFS Health Authority. Disability Rights Commission. All school and MAT staff.</p>	<p>On-going as children join us. 'Children first' is a priority for us as a school and we always discuss at staff meetings</p>	<p>All members of the school team, including midday supervisors, aware of issues. Detailed information and support available and passed on by staff.</p> <p>Pupils able to access all information in an appropriate way, eliminating barriers.</p>
<p>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.</p>	<p>We ensure thorough planning for visits and do advance visits. We complete EVOLVE Form and risk assessments. Pre-visits are carried out for individual children considering need and we consult with parents. Activities and staffing ratios are always appropriate to need and care plans.</p>	<p>Pre-visit where need requires- consider doing with parent. Risk assess according to care plans and need. Consult with specialists .</p>	<p>Head Teacher Evolve Coordinator Trip leaders</p>	<p>On-going as visits and residential occur.</p>	<p>School trips & residential visits are accessible for all pupils to a reasonable extent.</p>
<p>Ensure that afterschool clubs and care provision facilities are accessible for all pupils.</p>	<p>We ensure access is available for all pupils including those with physical or sensory disabilities. We make physical adaptations as required including to toilets, resources, staffing and sinks.</p>	<p>Continue to audit need to activity. Consider staffing ratios. Risk assess for individual children.</p>	<p>After school providers Head Teacher</p>	<p>On-going as clubs and needs arise.</p>	<p>After-school clubs and care provision are accessible for all pupils to a reasonable extent.</p>

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 Kirkby Woodhouse School LGB (Local Governing Body).

5. Links with other policies

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

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