

KENSINGTON
PARK SCHOOL

Accessibility Policy

This Policy is governed by the following:

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1. Aims

1.1. Kensington Park School is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. Kensington Park School continually looks for ways to improve accessibility within the academy/school through data collection, management meetings, discussions and use of the appropriate resources.

1.2. Kensington Park School is committed to taking steps to avoid placing anyone at substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

1.3. Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The purpose of this policy is to:

- Ensure that all pupils can participate in the curriculum;
- Ensure Kensington Park School provides a positive physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Ensure the availability of accessible information to disabled pupils.

1.4. The Accessibility Plan is structured to complement and support the school's plans and equality objectives. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their educational, 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.

1.5. The Accessibility Plan will contain relevant and timely actions to:

- Ensure that all pupils have access to the curriculum, expanding the curriculum as necessary to ensure pupils with a disability and/or learning needs are prepared for life as equally as their peers: this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits; it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum with a reasonable timeframe.

- Provide suitable 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.
- Ensure suitable delivery of written information to pupils, staff, parents and visitors with disabilities, examples can include worksheets/handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

1.6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

1.7. Whole school training will recognise the need to continue to raise the awareness of staff and governors on equality issues with reference to the Equality Act 2010.

2. Legal Framework

2.1. This policy has due regard to legislation including, but not limited to, the following:

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2.2. The Accessibility Policy and Plan should be read in conjunction with the following policies:

- Admissions Policy
- Curriculum Policy
- Health and Safety Policy

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- SEN and Disability Policy

2.3. The school supports any available partnerships to develop and implement the plan. The school's Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school buildings, the Complaints Procedure sets out the process for raising these concerns.

3. Legislation and guidance

3.1. 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.

3.2. 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.

3.3. 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.

3.4. Schools have a duty to make 'reasonable adjustments' for pupils with disabilities. The DfE's guidance on the Equality Act summarises the duty as:

- Where something a school does places a pupil with disabilities at a disadvantage compared to other pupils, the school must take reasonable steps to try to avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with non-disabled pupils.

3.5. Schools are not under a reasonable adjustment duty to make alterations to physical features, as this is already considered as part of their pre-existing planning duties.

3.6. Factors that schools will need to take into account when deciding what adjustments are reasonable for a school to make. For example, they should consider:

- Resources and the availability of financial or other assistance;
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage experienced by a disabled pupil;
- The effect of the disability on the individual;
- Health and safety requirements;
- The interests of other pupils and prospective pupils;

3.7. All schools will document all interventions, support and reasonable adjustments in place for pupils. This information will be recorded on the accessibility plan, as well as individual student records.

4. Inclusion and equality statement

4.1. Kensington Park School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

4.2. We aim to make all children feel included in all activities and lessons. We work to make all our teaching fully inclusive to ensure that all children can successfully access the curriculum. We recognise that all children are entitled to a balanced, broadly based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities. We have also systems in place where individual needs and appropriate strategies to support those, are circulated with staff to prevent miscommunication or inadequate support. We acknowledge and recognise the need for high expectations and appropriate targets for all children. We actively encourage equality and equity through all our work.

4.3. Kensington Park School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

4.4. In line with the Equality Act 2010, each school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

4.5. 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.

4.6. Staff members will be aware of any pupils who are at a substantial disadvantage 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.

5. Definitions

5.1. 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.

6. Roles and responsibilities

6.1. The SEN Officer will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility;
- Approving the Accessibility Plan before it is implemented;
- Monitoring the Accessibility Plan;
- Ensuring that staff members are aware of pupil's 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 with disabilities arise;
- Working closely with external agencies to create and implement effectively the School's Accessibility Plan.

6.2. The SENCo will be responsible for:

- Working closely with the Headmaster to ensure that pupils with SEND are appropriately supported;
- Train and inform staff about the different areas of needs and strategies to overcome difficulties in class regarding students with SEND;

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times;
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

6.3. All staff members and Advisory Board members will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to support pupils with medical conditions effectively, for example, understanding how to administer insulin.

7. Accessibility Plan

7.1. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Improvement and Development Plan. The Accessibility Plan will be structured to complement and support the Equality Policy and Objectives, as well as the Special Educational Needs and Disability (SEND) Policy.

7.2. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum;
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer;
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

7.3. The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works 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.

7.4. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents.

8. Admissions

8.1. Kensington Park School will act in accordance with their Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

8.2. Kensington Park School will strive not to 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.

8.3. Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP, 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.

8.4. Kensington Park School follows a specific identification procedure for pupils with hidden/undiagnosed SEND where teachers will share their concerns with the SENDCo through a document completion, and the SENDCo will meet with parents to discuss and then an IEP will be put in place.

9. Curriculum

9.1. Kensington Park 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 is excluded from any aspect of the school curriculum due to their disabilities or impairments.

Kensington Park School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

9.2. The SENCo will work together with the relevant curriculum staff to adapt a pupil's Individual Education Plan (IEP) and/or Risk Assessment/Medical Plan/Personal Emergency Evacuation.

Plan with advice sought from outside agencies, where appropriate, to allow all pupils to reach their full potential.

9.3. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common

sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

9.4. There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed information on pupils with SEND will be given to relevant staff in order to aid teaching, e.g., 'IEPs'.

9.5. Specialist resources are available for pupils with visual impairments, such a large print reading book. Teaching assistants are deployed to implement various Wave 2 interventions depending on the individual pupil's needs.

10. Physical Environment

10.1. Each department within Kensington Park School is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

10.2 Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

11. Monitoring and Review

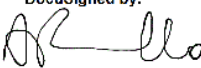
11.1. This policy will be reviewed every year, but may be reviewed and updated more frequently, if necessary, for example when new legislation or guidance concerning equality and disability is published.

Head teachers are responsible for reviewing the school's individual Accessibility Plan in collaboration with the SENCo, with advice from the Facilities Manager.

Oversight and Review


This Policy will be overseen by reviewed on a regular basis by the SENCo.

Headmaster

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20 January 2025

KPS Advisory
Board Member

Signed by:

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22 January 2025