



THE ACCESSIBILITY PLAN

Schools are legally required to prepare a written **Accessibility Plan** to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled, within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

Schools must keep their Accessibility Plan under review throughout the period to which it relates and revise it if necessary. Schools must ensure that they implement their Accessibility Plan, and that they have adequate resources to implement it. A school inspector can ask to see the Accessibility Plan and may consider the preparation, publication, review, revision and implementation of it.

Approval	
Date approved	Spring 2024
Date to be reviewed	Autumn 2025
Lead Professional/s	Shriti Bellare Principal Ann Luth - SENCo Robert Tomaszewski – Area Premises Manager

ACCESSIBILITY PLAN

1.0 Introduction

Our school has prepared and will implement the following accessibility plan to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled, within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The school will keep the Accessibility Plan under continual review and revise it as necessary.

1.1 Accessibility plans: requirements

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".

The Department for Education (DfE) has published advice on the Equality Act, which requires all schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils
- The policy must be reviewed every three years
- It should be approved by the AST, which is free to delegate this to a committee member of the SSC, an individual SSC or the Principal

2.0 Definition of Disability

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

3.0 Key Objective

- 3.1 Our aim is to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation for pupils, and prospective pupils, with a disability.

In line with our ethos and **values**, the SSC of KAPSH is fully committed to meeting the requirements of both the Disability Discrimination Act 1995 and the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

- Mobility

- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight Cognitive ability, memory ,or ability to learn, concentrate or understand

The SSCs have made a clear statement in our ethos handbook that we are a fully inclusive school and respect and celebrate diversity and difference. We will make reasonable adjustments as necessary to the school and its infrastructure so that:

- The school does not engage in unlawful activity that discriminates against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- No person accessing the school site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any pupil with a disability is able to play a full and active part in all aspects of school life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery
- No pupils' standard of attainment or achievement should be compromised as a result of disability

4.0 Principles

- 4.1 Compliance with the Equality Act 2010 is consistent with our aims and strong commitment to equality in all its manifestations. We recognise our duty under the Equality Act 2010 and DDA:
 - 4.1.1 not to discriminate against disabled pupils in their admissions (the LEA has responsibility for pupil admission) and exclusions, and provision of education and associated services
 - 4.1.2 not to treat disabled pupils less favorably than other pupils
 - 4.1.3 to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- 4.2 In performing their duties, SSCs and staff will have regard to the Special Needs Code of conduct. We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.
- 4.3 We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their varied learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - 4.3.1 setting suitable learning challenges
 - 4.3.2 responding to pupils' diverse learning needs
 - 4.3.3 overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5.0 Education & related activities

- 5.1 We will continue to seek and follow the advice of LA special educational needs and disabilities services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The school has an ethos of making pupils feel safe and treating all those who work with us stakeholders with dignity regardless of their disability. All pupils currently have full access to the curriculum, modified where necessary according to their need.

6.0 Physical environment

6.1 We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. The school has excellent physical accessibility to all areas within the school. All activities for pupils are based on the ground floor of our building which is fully accessible. The school site has the following features:

- Non-stepped or gradient ramp access for access to gain access to site and to the main building
- Wheelchair access lift to overcome stairs to the staffroom and teachers' preparation room
- Adequate space in circulation areas
- Disabled access toilets in all blocks
- There is stepped and ramp access to the elevated area where the astroturf pitch and the adventure playground are located. These areas are used for sports training, football, and extra- curricular activities. The surface of the ramp is not suited for wheel chair access.

7.0 Reasonable adjustment

7.1 The Act lists a number of factors likely to have a bearing on whether an adjustment is reasonable or not

7.1.1 How effective it is in preventing disadvantage

7.1.2 How practical it is

7.1.3 Its financial and other costs

7.1.4 The school's financial and other resources

7.1.5 The availability of financial or other help

7.1.6 The extent of the disruption caused

7.2 This is an evolving duty, to be kept constantly under review. Examples of kinds of adjustment:-

7.2.1 Making adjustments to premises

7.2.2 Making adjustments to an office layout

7.2.3 Allocating some of the disabled person's duties to someone else

7.2.4 Transferring the disabled person to another vacancy

7.2.5 Altering the disabled person's working hours

7.2.6 Moving them to a different place of work

7.2.7 Allowing them to be absent during working hours for rehabilitation, assessment or treatment

7.2.8 Recording disability-related and non-disability-related absences separately but sensitively

7.2.9 Training, or arranging training for them

7.2.10 Acquiring or modifying equipment for them

7.2.11 Modifying instructions or reference manuals

7.2.12 Providing a signer, reader or interpreter for meetings and training

7.2.13 Providing supervision

7.3 We will also maintain close contact with the employee, personnel officers and with the relevant agencies and authorities e.g. the Access to Work Scheme 020 8218 2710 who do work place assessments and assist with funding for specialist equipment.

8.0 Provision of information to pupils, staff, parents/carers and visitors

8.1 We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress.

- Ongoing CPD will be given to staff in response to our self-evaluation and particular emergence or audit of needs
- Where there is a physical modification needed to improve information sharing e.g. software or hardware to enable access to curriculum in response to physical disability or sensory impairment, radio-aid for hearing impairment or mobility equipment to aid independence. We will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents with a disability to the best of our ability by providing additional services as needed. E.g. ensuring information text is provided in larger print, allocating a key member of staff to communicate essential information where literacy is a barrier

Racist Incidents Sanctions

Sanctions

- Discuss the incident (allegations) with the perpetrator and victim separately to begin the initial investigations.
- Remove the perpetrator from the classroom, especially if he/she is in the same class as the victim. This will ensure that both parties are safe and supervised appropriately.
- Engage in a meeting with both sets of parents to highlight the severity of the incident.
- Staff to deliver a series of in class workshops (PSHE) to discuss issues that have been highlighted.
- Senior Leadership Team to deliver, age appropriate assemblies.
- Principal/ Assistant Principal/ Progress Leads to monitor behaviour through daily report cards for a period of time as agreed with parents and the child (perpetrator).
- Provide a nurture group for the victim to ensure that he/she continues to feel safe, secure and happy. Daily conversations with the child regarding feeling and emotional wellbeing.
- Provide weekly update session for both sets of parents.
- If the inappropriate behaviour continues then exclusion once reports have lapsed then internal exclusion will take place for a period of time as agreed with parents.
- If inappropriate behaviour still continues then exclusion will be considered.