

Accessibility Plan: The Kingfisher CE Academy (appendix I in Accessibility Policy)

1. Increasing the extent to which disabled pupils can participate in the academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	<p>Training of staff.</p> <p>Briefing messages – Teaching and Learning postcards.</p> <p>All schemes of work are inclusive, and all students access a mandatory VIP curriculum in all year groups.</p>	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	<p>Flexible approach to disabled pupils and increase in access to the National Curriculum, evidenced via QA process (evidence of effective differentiation in lessons)</p> <p>Success of disabled pupils in examinations.</p> <p>Positive outcomes from parent/student surveys.</p>
Medium term	Curriculum progress is tracked for all pupils, including those with a disability.	Every year group has at least two assessment points in each academic year and all data is analysed to identify learning gaps that inform intervention as appropriate.	Staff confidence in using assessments and analysing data to identify learning gaps to fully meet the requirements of disabled students' needs with regard to accessing the curriculum.	Ongoing	All students meet or exceed target grades at key assessment points.

Long term	The curriculum is reviewed to ensure it meets the needs of all students.	Systems and curriculum are reviewed yearly to ensure all appropriate assessment criteria are being met. Teaching and learning is reviewed twice a year to ensure all students are able to access the curriculum.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Annually	QA and outcomes indicate all students are able to access the teaching and make progress.
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Key points to consider when completing this table

- Do teachers have the necessary training to teach and support disabled pupils?
- Are classrooms optimally organised for disabled pupils?
- Are lessons responsive to pupil diversity?
- Do lessons involve work to be done by individuals, pairs, groups, whole class?
- Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- Do staff recognise and allow for the mental effort expended by some disabled pupils e.g. lip reading?
- Do you provide access to computer technology appropriate for pupils with disabilities?
- Are there realistic expectations of all pupils?
- Do staff seek to remove all barriers to learning and participation?
- Are pupils encouraged to take part in music, drama and physical activities?
- Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

2. Improving the physical environment of the academy to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	By September 2022	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Ongoing monitoring of disabled spaces	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	By September 2021	Improved facilities for disabled students and visitors.
Long term	Enable disabled pupils and visitors to access the ground floor of the school building. Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding.	Having secured capital resources from the LA the school's entry areas will be fully accessible.	By September 2021	Physical accessibility increased.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the LA.	Ability of disabled pupils to access all areas of the School.	By September 2022	Improved access to educational facilities.

Key points to consider when completing this table

- Does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- Can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- Are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- Are non-visual guides used, to assist people to use buildings?
- Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
- Are areas to which pupils should have access well lit?
- Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- Is furniture and equipment selected, adjusted and located appropriately?

3. Improving the delivery of information to disabled pupils/students and parents/carers

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the Academy could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Short term	Make available school newsletter and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested,	All school information available for all who request.	Ongoing	Delivery of school information to parents and the local community improved.
Medium term	Raise awareness of adults working at and for the school on the importance of good communication for all school stakeholders.	Raise awareness through staff CPD.	Awareness of specific target groups raised.	Ongoing	School is more effective in meeting the needs of students.
Long term	Become a beacon school for those with additional needs, both staff and students.	Review recruitment processes for staff and students to include those of all abilities/needs.	All needs are catered for.	Ongoing.	School is a beacon of success for those with additional needs.

Key points to consider when completing this table

- Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils, parents/carers who may have difficulty with standard forms of printed information?
- Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- Do you have the facilities such as ICT to produce written information in different formats?
- Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?