



Kidsgrove
Learning Campus
INSPIRE INNOVATE CREATE



Accessibility Plan

Drafted By

Mr A Till

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Approved By

Local Advisory Board

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Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Maximise the extent to which all students can participate in the school 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, making reasonable adjustments where necessary.

Our school vision

Kidsgrove Secondary School believes all children and young people, irrespective of background or needs, are entitled to a high-quality education that enables them to fulfil their potential. Ensuring all pupils have access to education, shared entitlement to a broad and balanced school curriculum and inclusion in all aspects of school life is vital to achieve equality of opportunity. We strive to develop an environment that supports all pupils to participate in reaching their educational potential, whilst upholding the belief that all students should be equally valued and safe in school. This does not mean that we treat all students in the same way, but that we will respond and adapt to students in ways which consider their varied life experiences and needs.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Kidsgrove Secondary School is an Academy that is part of the Shaw Education Trust. The values of the Shaw Education Trust can be found on the school website at:

<https://kidsgrovesecondary.org.uk/about-us/shaw-education-trust>

Legislation and guidance:

This document meets the requirements of Schedule 10 [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk) and the Department for Education (DfE) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

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.

Curriculum:

Aim to increase the extent to which pupils with disabilities can participate in the curriculum.

Objective	Current practice	Who	When	Success criteria
To ensure all staff are well trained to deliver adaptive teaching strategies, in the first instance, in response to students' individual needs.	Curriculum updated and adapted regularly to respond to changing needs. To be regularly updated and advised by SENCO and SEND team. Learning walks and observation focus on adaptive teaching.	SENCo, SLT, Subject Leaders	INSET, Inclusion Strategy Panel meetings, CPD.	Students making expected progress and can access the school curriculum.
To ensure barriers to curriculum access are identified and 'reasonable adjustments' applied.	Graduated response process used. Pastoral tracking of (attendance, behaviour and exclusions). Robust assessment of pupils' progress for faculties to track and identify necessary intervention where required. Pupil learning conversations and parental/carer meetings.	SLT, SENCo, Subject Leaders, Teaching Staff, Pastoral Manager/Key Stage Leaders	Ongoing	Barriers to learning are identified and 'reasonable adjustments' made appropriately address concerns. Where 'reasonable adjustments' do not address the barrier, further strategies or agencies may be involved to support.
Staff will receive the relevant training from outside agencies and professionals, when a specific need is identified e.g.	Families and Professionals are consulted regarding individual needs. Specialist training is arranged to develop staff awareness and	SENCo, SLT, Professional agencies, parents/carers	INSET, CPD, Ongoing	Students can access the adapted curriculum and staff are confident in using strategies.

Autism Outreach Team.	inform their teaching/approach.			
Ensure that all academy trips and residential visits are accessible to all.	The needs of children with SEND are identified and incorporated in the planning process.	Trip organiser, SENCO, parents/carers	Annual update of SEND information (September). Further updates shared during staff meetings and via pupil passports or provision map.	Students with SEND access all opportunities to attend visits etc.
Sustain the links with our special schools within the Multi Academy Trust.	Facilitate opportunities for staff to observe the curriculum at special school across the Trust and share good practice.	Teachers, SLT, SENCo, SEND team	CPD weeks, INSET, Ongoing.	Increase confidence of staff to further develop their subject areas accessibility. Students making expected progress.

Physical environment:

Aim to develop its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.

Objective	Current practice	Who	When	Success criteria
To audit specific requirements due to disability of staff, students and parents to establish barriers to accessibility to the building.	This information is obtained via the data collection sheet. To write access plans and make necessary adaptations on an individual basis.	SLT, SENCo, Site manager.	September data collection, ongoing.	Students, staff, and parents have equal access to the building with the necessary adaptations.
To ensure facilities are	Unisex toilets (cubicles) available for all pupils, in	Site manager	September, ongoing	Students, staff, and parents have equal

accessible for all.	addition to male/female toilets. Designated accessible toilets available on the main corridor/ground floor. The school has disabled parking spaces in the main carpark with ramped access to the main reception. Lifts are in place to enable access to multiple levels of the school building. Liaison with OT services to ensure specialist equipment is purchased for students with disabilities when required.			access to the building and facilities with the necessary adaptations.
To ensure that all disabled individuals can be safely evacuated in an emergency.	Use of Evac chair and to organise refresher training for staff.	Headteacher, Site manager.	Annually	The safe evacuation of the building in the event of an emergency.
To ensure a smooth transition to secondary school for all students particularly those with additional needs.	Liaison with feeder primary schools, other secondary schools, parents, pupils and external agencies prior to enrolment.	SENCo, Transition lead, Key Stage Leader	Annually spring/summer term, ongoing when identified.	Staff are well informed to make the necessary adjustments to support a smooth transition for all students particularly those with

				additional needs.
Ensure that all fire escapes routes are suitable.	Follow H&S Advisor advice of exit routes and fire doors.	Site manager	Annual check by Entrust and then quarterly by the trust.	To ensure a safe and independent exit for all in the event of an emergency.

Accessibility of information:

Improve the availability of accessible information for disabled pupils.

Objective	Current practice	Who	When	Success criteria
Develop the delivery of information to individuals with a disability	The school seeks support from outside agencies to provide information in appropriate language and print for students or parents who have difficulty with standard forms of printed information. The school will make information for parents/carers available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. The school will, if the need arises, aim to provide translation or interpreter services.	SENCo, SLT.	Ongoing	Parents/carers and students can access information that is provided.
All students with literacy and /or oracy as a barrier to learning are identified.	Robust systems are in place to assess the literacy levels of our students. Interventions are targeted based on identified needs.	SENCo, Teachers, SEND team.	Autumn, Spring, Summer, ongoing.	Students are more confident readers and are able to access the curriculum.

Identify any parents/carers that might have difficulty in accessing written material.	Phone calls are made where appropriate and face to face meetings offered. Support offered to parents/carers with filling in of relevant documentation.	SENCo, Pastoral team.	September, ongoing.	Parents/carers have the confidence to communicate regarding their child's education and sharing of pastoral information.
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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 the Academy Council

Links with other policies:

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

- Risk assessment policy
- Health and safety policy
- Equality Act 2010
- Special educational needs (SEN) information report
- Statutory Policy for Special Educational Needs and Disabilities
- Staffordshire Accessibility Strategy