



# Accessibility Plan

<i>Policy/Procedure Title</i>	<b>Accessibility Plan</b>
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<i>Approved by</i>	<i>Governors TBC</i>
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## Contents

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1. Aims.....	3
2. Legislation and guidance .....	3
3. Action plan .....	4
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.....	4
4. Monitoring arrangements .....	7
5. Links with other policies.....	7

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## 1. Aims

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. It provides an exciting and well-designed learning environment for a wide variety of learners with additional needs. Our best resource is our dedicated staff. There is a professional partnership here in the school with all colleagues working together to offer the absolute best for our young people.

The school caters for young people aged 2-19, who have severe, complex or profound needs, including autism. Our school is organised into pathways that are designed to meet the particular needs of the children offering them learning programmes building on their individual strengths and celebrating their achievements. There is an excellent partnership with the health and social care professionals who work alongside us at Kingfisher.

Our curriculum is designed to support the individual needs of all our pupils. The driving force and intent behind our curriculum is to develop independence at every opportunity. The plan will be made available online on the school website, and paper copies are available upon request.

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.

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

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

## 2. Legislation and guidance

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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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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#### AIM-All pupils have access to a curriculum that supports their learning needs

Current Good Practice	Intent	Implementation	Person Responsible	Date to complete	Impact
<ul style="list-style-type: none"> <li>• The Kingfisher Curriculum is taught to pupils in three defined Pathways.</li> <li>• Our classes are created by focusing on the pupil's primary learning needs and the different ways they access the curriculum.</li> <li>• Our school offers a differentiated curriculum for all pupils within all classes</li> <li>• Resources are tailored to the needs of pupils</li> <li>• Curriculum progress is tracked for all pupils</li> <li>• Targets are set effectively and are appropriate for pupils with a range of additional needs</li> <li>• There is a range of accreditation to meet the individual needs of the pupils</li> </ul>	<ul style="list-style-type: none"> <li>• The Kingfisher Curriculum remains appropriate for all pupils</li> <li>• Introduction of RWI phonics across the school in all pathways</li> </ul>	<ul style="list-style-type: none"> <li>• The Kingfisher Curriculum is regularly reviewed to ensure that it continues to be appropriate and relevant for our ever changing cohort of pupils</li> <li>• Training delivered for introduction of RWI phonics</li> <li>• Training delivered for reading</li> <li>• Training delivered for Maths</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Curriculum Leads</li> <li>• Pathway Leads</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for all pupils</li> </ul>

**AIM-Maintain and improve access to and the physical environment**

Current Good Practice	Intent	Implementation	Person Responsible	Date to complete	Impact
<p>The environment is adapted to the needs of pupils. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Accessible parking bays</li> <li>• Accessible toilets</li> <li>• Accessible changing facilities</li> <li>• Accessible swimming pool facilities</li> <li>• Accessible minibus for off site activities</li> <li>• Hoists available in all Sensory classrooms</li> <li>• Mobile Hoists available where needed</li> <li>• Accessible outside space</li> <li>• Food preparation stations have rise and fall elements to ensure accessibility for wheelchair users</li> <li>• Automatic doors</li> <li>• Fobbed internal doors to ensure safety</li> </ul>	<ul style="list-style-type: none"> <li>• The environment remains accessible</li> <li>• Play equipment is purchased to support accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• Regular inspection of equipment and the physical environment</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Site staff to have oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• The site is accessible for all pupils and visitors to the school</li> </ul>

**AIM-Improve the availability of accessible information to pupils**

Current Good Practice	Intent	Implementation	Person Responsible	Date to complete	Impact
<p>Kingfisher School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• External signage</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Use of Makaton</li> <li>• Use of a range of AAC                             <ul style="list-style-type: none"> <li>○ Eyegaze</li> <li>○ PODD</li> <li>○ Proloquo2go</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Each pupil is able to access information in an way that is appropriate to their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are trained to deliver information in a manner that is appropriate to the individual pupil</li> <li>• Parents and carers are supported in order for them to be able to access the same information as their children</li> <li>• Regular review to take place to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• SLT and teacher liaison with Speech and Language Therapy Team</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils can access the curriculum</li> <li>• Pupils can communicate their needs and wants</li> </ul>

#### **4. Monitoring arrangements**

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This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

#### **5. Links with other policies**

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

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