



**The Kassia Academy**

Part of **KINGS ACADEMY TRUST**

# **ACCESSIBILITY POLICY**

*Last reviewed: Sept 2024*

*Next review due by: Sept 2025*

*We do things differently.....*

## **H. E. R. E**

**HIGH STANDARDS**

**EMPATHY**

**RESILIENCE**

**EMOTIONAL RESPONSE**

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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:

- 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.

At the Kassia Academy we use trauma informed and therapeutic approaches to re-engage learners with their education. We are passionate about giving our young people the skills they need to make a valuable contribution to society and to fulfil their dreams. We recognise that education is not a 'one size fits all' model and we carefully tailor our provision to meet every individual's needs.

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.

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.

## **Legislation and guidance**

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.

## Action Plan

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

| AIM   | CURRENT GOOD PRACTICE<br>Include established practice, and practice under development  | OBJECTIVES<br>State short, medium and long-term objectives   | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA   |
|---|--|--|---|--------------------|-----------------------------|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> | <p><b>Short Term</b><br/>All staff are continually trained to employ quality first teaching strategies in the first instance to respond to individual needs.</p> <p>All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students</p> <p><b>Medium Term</b> Continue to ensure that we have succession planning in place so that we have the expertise and capacity required to support specific needs.</p> | <p>Curriculum continually adapted in response to changing needs as informed by SENDCO</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p> <p>Performance Management process used to identify training needs amongst teaching staff</p> <p>Recommendations from OT and PT services will be actioned. Alternative and adapted equipment to be purchased if necessary</p> | <p>SENDCO/SLT</p>  | <p>Ongoing</p>              | <p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p> <p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p> <p>Students make expected or better progress. Learning walks ensure this is embedded in lessons.</p> |

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|--|---|--|---|--|---|--|
| <p>Improve and maintain access to the physical environment</p> | <p>PEEPs (Personal Emergency Evacuation Plans) developed for all students who need them.</p> <ul style="list-style-type: none"> <li>The environment is adapted to the needs of students as required.</li> </ul> <p>This may include</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Corridor width in the main school</li> <li>Accessible parking bays</li> <li>Accessible toilets and changing facilities</li> <li>High visibility strips to mark stairs</li> <li>Handrails in place</li> <li>Lifts</li> <li>Evac chair in case of emergency</li> <li>Emergency buttons to notify of disabled person in case of fire.</li> </ul> | <p><b>Short Term</b></p> <p>Ensure that students have the opportunity for physiotherapy in school as directed by the pupil's physiotherapist.</p> <p>Students with specific needs have all the appropriate equipment and furniture as recommended by the pupil's OT/Physio</p> | <p>Time tabled physio sessions for those students who need it.</p> <p>Staff to work 1:1 in a small physio room with all of the necessary equipment and training.</p> <p>Purchase of specialist equipment to assist access to the school environment.</p> <p>All Teaching Assistants informed of which students they are responsible for in an emergency.</p> <p>PEEP forms are stored with emergency evacuation register held by the Class Teacher and SENDCO and brought to the evacuation point</p> | <p>SENDCO &amp; SLT to co-ordinate training, allocate staff and rooms for the physio.</p> <p>HLTA, SENDCO, Teaching Assistants</p> | <p>Short Term (Less than 1 year)<br/>Ongoing</p> <p>Ongoing</p> | <p>Hold reviews with medical staff as necessary e.g., physiotherapists, occupational therapists etc.</p> <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>Students will have reasonable access to classrooms and specialist rooms in the school.</p> |

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|--|--|---|---|---------------------------------|-----------------------------|---|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school will use a range of communication methods to ensure information is accessible.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Individual students who have a visual impairment having access to a personal iPad to access resources in a lesson.</li> <li>• Large print resources</li> <li>• Use of radio aids/roger</li> <li>• Quality First Teaching strategies include recommendations of reasonable adjustments to include: buff backgrounds or relevant coloured paper, use of subtitles on video</li> </ul> | <p>Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.</p> | <p>Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.</p> | <p>HLTA/Teaching Assistants</p> | <p>Ongoing</p>              | <p>Staff will be fully equipped with the right strategies and equipment to support students with disabilities, to access information delivered in lessons</p> |

### Appendix 1: Accessibility Plan

| No. | Issue  | Green | Amber | Red | Notes  |
|-----|--|-------|-------|-----|--|
| 1   | Is furniture and equipment selected, adjusted and located appropriately?                       |       |       |     | Students who require additional equipment have had necessary assessments and equipment ordered. This should be reviewed at least annually.               |
| 2   | Are pathways and routes logical and well signed?   |       |       |     |  |
| 3   | Do you have emergency and evacuation procedures for specific students with a disability?       |       |       |     | PEEPs are in place.  |
| 4   | Is appropriate furniture and equipment provided to meet the needs of individual students?      |       |       |     |  |
| 5   | Do furniture layouts allow easy movement for students with disabilities?                       |       |       |     | Most rooms have sufficient space dependent on class sizes and area of the building. However, where necessary classes are timetabled to accommodate this. |
| 6   | Are quiet rooms/calming rooms available to children who need this facility?                    |       |       |     |  |
| 7   | Are car park spaces reserved for disabled people near the main entrance?                       |       |       |     |  |
| 8   | Are there barriers to easy movement around the site and to the main entrance?                  |       |       |     |  |
| 9   | Are steps needed for access to the main entrance?  |       |       |     | N/A  |
| 10  | Do all those steps have a contrasting colour edging?   |       |       |     | Edgings are marked with warning tape.  |
| 11  | If there are steps, is a ramp provided to access the main entrance?                            |       |       |     | N/A  |
| 12  | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? |       |       |     | N/A  |
| 13  | Is it possible for a wheelchair user to get through the principal door unaided?                |       |       |     | Electric doors on the main entrance at Orford Park   |

|    |   |  |  |  |   |
|----|---|--|--|--|---|
| 14 | If no is an alternative wheelchair accessible entrance provided?  |  |  |  | N/A   |
| 15 | If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? |  |  |  | Wheelchair access from entrance hall through to lift access at Orford Park.   |
| 16 | Do all internal doors allow a wheelchair user to get through unaided?                                       |  |  |  |   |
| 17 | Do all corridors have a clear unobstructed width of 1.2m?   |  |  |  |   |
| 18 | Does each block have a wheelchair accessible toilet?  |  |  |  | No, there is one main disabled toilet located in reception. Green for Orford Jubilee. Disabled toilets accessible for all pupils. |
| 19 | Does the relevant block have accessible changing rooms/shower facilities?                                   |  |  |  |   |
| 20 | If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?          |  |  |  | N/A Yes at Orford Jubilee, yellow edging  |
| 21 | Is there a continuous handrail on each internal stair flight and landing?                                   |  |  |  | N/A Yes at Orford Jubilee   |
| 22 | Do the blocks have a lift that can be used by wheelchair users?   |  |  |  | N/A – Single storey building Lifts available for wheelchair users at Orford Park  |
| 23 | Do you have any sort of mechanical means provided to move between floors? If, yes please state.             |  |  |  | N/A – Single storey building Lifts between floors   |
| 24 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?        |  |  |  | Wheelchair users make their way to fire evacuation point which gives access to evac chair and emergency assistance button.        |
| 25 | Are non -visual guides used to assist people to use the buildings?  |  |  |  |   |
| 26 | Could any of the decor be confusing or disorientating for students with disabilities?                       |  |  |  |   |
| 27 | Is a hearing induction loop available (either fixed or portable) in the school?                             |  |  |  | Available in the Orford Jubilee building  |
| 28 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)                   |  |  |  |   |
| 29 | Do you provide information in simple language,  |  |  |  |   |



|    |  |  |  |  |  |
|----|--|--|--|--|--|
|    | symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?                                 |  |  |  |  |
| 30 | 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? |  |  |  |  |
| 31 | Do you have the facilities such as ICT to produce written information in different formats?  |  |  |  |  |
| 32 | Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?  |  |  |  |  |
| 33 | Are lifts, platforms and stair lifts regularly serviced?   |  |  |  | N/A – Single storey building<br>Yes at Orford Jubilee  |
| 34 | Are accessible WC's kept clear and not used for storage?   |  |  |  |  |
| 35 | Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?  |  |  |  |  |
| 36 | Do you consider tonal and colour contrast before a redecoration scheme?  |  |  |  |  |
| 37 | Are windows, blinds and lamps checked to ensure they are kept clean and in working order?  |  |  |  |  |
| 38 | Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?   |  |  |  |  |
| 39 | Is there a fire escape strategy for visitors who may require assistance?   |  |  |  | PEEPS in place   |
| 40 | Is there a personal egress plan prepared for any member of staff who may require assistance?   |  |  |  |  |
| 41 | If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of   |  |  |  | People with disabilities can make their way to evacuation point at which point there is an evac chair and emergency button so that |

|  |                 |  |  |  |   |
|--|-----------------|--|--|--|---|
|  | the right size? |  |  |  | they can be assisted out of the building if required. |
|--|-----------------|--|--|--|---|

