





# KINGS PARK SCHOOL

## ACCESSIBILITY POLICY

<b>POLICY NO.</b>	KPS-ACC-004
<b>POLICY OWNER</b>	HEADTEACHER
<b>DATE FIRST ISSUED</b>	26/11/2024
<b>LATEST REVIEW DATE</b>	01/09/2025
<b>NEXT REVIEW DATE</b>	01/09/2026

	SIGNED	DATE
<b>HEADTEACHER</b> MISS S J WATSON		01/09/2025
<b>PROPRIETOR</b> MRS AMY SAUNDERS		01/09/2025
<b>RATIFIED BY CHAIR OF GOVERNING BOARD</b> MR ALEX RICHARDS		

## CONTENTS

### STATEMENT OF INTENT

1.0	LEGAL FRAMEWORK
2.0	ROLES AND RESPONSIBILITIES
3.0	THE ACCESSIBILITY AUDIT
4.0	PLANNING DUTY 1: CURRICULUM
5.0	PLANNING DUTY 2: PHYSICAL ENVIRONMENT
6.0	PLANNING DUTY 3: INFORMATION
7.0	MONITORING AND REVIEW

### STATEMENT OF INTENT

This plan outlines how we, Kings Park School aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The proprietor board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
  - Pupils' parents.
  - The headteacher and other relevant members of staff.
  - Proprietors
  - External partners.

The proprietor board and headteacher of Kings Park School wish to make it clear that extremist religious views and partisan political views promoted in the teaching of any subject in the school will not be tolerated. All members of staff are expected to offer a balanced presentation of views and opinion to pupils while they are in attendance at the school and while taking part in extra-curricular activities that are provided or organised by or on behalf of the school including through the distribution of promotional materials. Failure to observe the above could lead to disciplinary procedures including instant dismissal.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

## **1.0 LEGAL FRAMEWORK**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- This plan operates in conjunction with the following school policies:
- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour and Relationship Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection and GDPR Policy

## **2.0 ROLES AND RESPONSIBILITIES**

The proprietor board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the chair of proprietor board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and chair of proprietor board to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3.0 THE ACCESSIBILITY AUDIT

The proprietor board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the proprietor board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the proprietor board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the proprietor board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the proprietor board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

#### 4: Curriculum

Target	Action Required	Who	Date completed	Outcome	Review
<p><b>Curriculum design</b></p> <ul style="list-style-type: none"> <li>Staff members to ensure that the curriculum designed is accessible</li> <li>A balanced and relevant curriculum accessible to all pupils (as is reasonable and practical) Certain subjects are not going to be suitable for all, but all reasonable adjustments to make them accessible will be made, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Audit of the new designed curriculum</li> <li>All pupils access learning</li> <li>Lessons and Planning monitored by SLT</li> <li>Pupils surveyed about the curriculum</li> </ul>	Headteacher, teachers, SENCO	1 <sup>st</sup> review : End of first term after opening	<ul style="list-style-type: none"> <li>Management and teaching staff are aware of the accessibility gaps in the curriculum and amendments made</li> <li>Skills of specialist staff are utilised to support access to a balanced and relevant curriculum.</li> <li>A balanced and relevant curriculum accessible to all pupils (as is reasonable and practical) Certain subjects are not going to be suitable for all, but all reasonable adjustments to make them accessible will be made, as appropriate</li> <li>Results of surveys reflect pupils' enjoyment of learning</li> <li>Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum. Curriculum takes into account where reasonable and practical the</li> </ul>	October 25

				accessibility requirements and needs of pupils (location, skills of staff, needs of pupils)	
<ul style="list-style-type: none"> <li>Disability Awareness to reflect the needs of each pupil in Kings Park School</li> <li>To ensure staff are appropriately trained to meet the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to plan lessons that are inclusive</li> <li>All teachers plan a weekly Personal Social Health &amp; Economic lesson</li> <li>Assemblies have moral themes to support the moral and social education of all pupils</li> <li>Designated staff to identify training for staff expertise, utilising advisors and support services.</li> <li>CPD provided to staff. Training for teachers on differentiating the curriculum</li> <li>Whole school Continuing Professional Development delivered on INSET days and after school once a week.</li> </ul>	Headteacher, SENCO	First term school open	<ol style="list-style-type: none"> <li>Pupils have full and appropriate access to all aspects of school life</li> <li>Pupils will be appreciative and sympathetic to the needs of each other</li> <li>Staff will be trained and knowledgeable</li> <li>Pupils will have a greater awareness of the needs of others.</li> <li>Staff aware of the needs of all pupils and how to support access to the classroom and curricular activities.</li> <li>Staff have a deep understanding of the needs of their pupils</li> <li>Real inclusion and access for all can be seen across the school and in every lesson.</li> </ol>	Autumn term 25
<ul style="list-style-type: none"> <li>All pupils to participate, where possible, in sport. Alternative sports programmes are provided, if required</li> </ul>	<ul style="list-style-type: none"> <li>Specific equipment is provided for pupils with disabilities where required. Alternative sporting activities to be provided for pupils with disabilities, if required.</li> </ul>	Class Teacher Leadership team	Summer Term 25	<ol style="list-style-type: none"> <li>All pupils have equal access to activities that support health and wellbeing.</li> </ol>	July 25

<ul style="list-style-type: none"> <li>To ensure recreational facilities and trips to be planned for with 'access for all' as a priority. Plan for additional needs as required.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>All pupils are included, where possible, on every trip.</li> <li>Written risk assessments in place for each trip</li> <li>All documentation must be checked to ensure that they ensure equality of opportunity for all.</li> <li>All pupils access 2 weekly lessons of Physical Education.</li> </ul>	SENCO Class Teacher SLT	First term school open	9. All pupils able to access play and recreational facilities and other areas as part of the holistic curriculum	
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### Physical environment

Target	Action Required	Who	Date completed	Outcome	Review
10. Is the school's physical environment accessible to disabled pupils?	11. Audit of physical environment	Headteacher/ chair of proprietor board	ASAP	12. School is aware of accessibility barriers to its physical environment and will make a plan to address them	<b><u>ASAP</u></b>
13. Do Safety and Fire Hazard drills cater for all needs, including any disabled users ? Are Fire Marshals appointed and trained?	14. Health and Safety Lead reviews safety and fire hazard drills twice a year. 15. Termly fire drills are practised and timed Head Teacher reports to the proprietor board.	Headteacher / Chair of proprietor		17. All pupils, visitors and staff will be aware of fire evacuation procedures. 18. All pupils and staff will have rehearsed (termly) and know fire evacuation procedures.	

	16. Fire Marshall training is regularly updated			19. All pupils, visitors and staff will have appropriate support to ensure safe evacuation. Fire Marshals appointed and trained.	
20. Review of Learning environment .Is it ensuring needs of the newly enrolled pupils is accessible	Incorporation of appropriate colour schemes	Headteacher/SENCo	June 25	<ul style="list-style-type: none"> <li>Learning environment is accessible to pupils with visual impairments or other needs</li> </ul>	As new pupils enrol
Toilets are accessible	Handrails installed	Proprietors/Headteacher	<u>ASAP</u>	<ul style="list-style-type: none"> <li>Access to toilets is increased</li> </ul>	ASAP
<ul style="list-style-type: none"> <li>Children with physical disabilities can access school buildings</li> </ul>			ASAP	<ul style="list-style-type: none"> <li>School buildings are fully accessible</li> </ul>	ASAP

### Information

Target	Action required	Who	Date completed	Outcome	Review
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<ul style="list-style-type: none"> <li>• Is school information accessible?</li> <li>• Thoroughly consider and plan for the needs of the pupil prior to entry</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of information and delivery procedures</li> <li>• 2 weeks before entry all aspects of need resourced</li> <li>• Plan of transition and entry written and shared with parent/carer and pupil</li> <li>• Previous school information considered, reviewed and investigated</li> </ul>	SENCO, ICT manager	Summer 25	<ul style="list-style-type: none"> <li>• School is aware of accessibility gaps to its information delivery procedures</li> <li>• Seamless entry/transition into KPS</li> <li>• Appropriate plans for access to the building, learning and other available facilities have been completed prior to entry</li> </ul>	Summer 2025
<ul style="list-style-type: none"> <li>• Does the wording of all school documentation and policies make provision for disabled pupils and is therefore not unintentionally discriminatory ?</li> </ul>	<ul style="list-style-type: none"> <li>• All documentation must be checked to ensure that they do not contain any text that could be considered discriminatory</li> </ul>	Everyone is responsible Headteacher to monitor	Ongoing	<ul style="list-style-type: none"> <li>• Policy wording does not unintentionally cause offence.</li> <li>• Written policies are accessible to all (translations are available on request) as is reasonable on request.</li> </ul>	
<ul style="list-style-type: none"> <li>• Improve the delivery of information to pupils with a disability</li> </ul>	<ul style="list-style-type: none"> <li>• Constant monitoring and reviewing of school practice to ensure we are compliant and following the latest guidance</li> </ul>	Headteacher SLT	Ongoing	<ul style="list-style-type: none"> <li>• Policy wording is not discriminatory</li> </ul>	

## Monitoring and review

This plan will be reviewed on an **annual** basis by the Proprietor board and headteacher.  
Any changes to this plan will be communicated to all staff members and relevant stakeholders.