



Khalsa Secondary
Academy

Khalsa Secondary Academy Accessibility Plan

Approving Body:	Local Advisory Board
Adopted:	July 2020
Review Date:	July 2023
Review Period:	3 years
Statutory Requirement:	Yes

ACCESSIBILITY PLAN

1. INTRODUCTION

Khalsa Secondary Academy (KSA) is a diverse and inclusive community that focuses on the wellbeing and progress of every student and where all members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'.

KSA will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

3. AIM OF PLAN

All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

4. OBJECTIVES

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

5. DEFINITIONS

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.”

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

6. THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Equality Act 2010 (see introduction above). The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM.

Students with SEND (special educational needs and/or disability) are given access to the curriculum supported by the school’s specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our SEND Policy, Local Offer and SEND Information Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through close liaison with primary schools, supported by individual provision maps and the SEND register.

- b) Keeping staff fully informed of the special educational needs/disabilities of any student in their charge, including the sharing of progress reports and other relevant documentation.
- c) Listening to student and parent/carer views and considering them in relation to students' needs.
- d) Regular training opportunities for staff on SEND and on appropriate teaching and learning strategies.
- e) Increasingly specialised in-class support or guidance from trained TAs (Teaching Assistants).
- f) Increasingly bespoke modification of teaching materials for visually impaired students.
- g) Specific specialist interventions to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress.
- k) Regular update meetings between parents and staff.
- l) Key workers assigned to students with additional needs.
- m) A structured and dedicated Year 6 to 7 transition programme for vulnerable students.
- n) Setting of students in some Key Stage Three subjects, increasing access to the curriculum for students with SEND.
- o) Specialist advice and guidance to support Year 9 to 10 and post-16 transition.
- p) High quality careers advice and guidance to all students, including those with SEND.
- q) Multi-agency support coordinated by the SENCO.

Opportunities for development

- a) We are keen to consider the extent to which the school's enrichment programme meets the needs of all students, including those with SEND.
- b) We are keen to consider the ways in which all school trips and visits cater for students of all needs.

Further developments

The Inclusion section of the School Improvement Plan 2020-21 sets out additional development priorities in this area. These include a review of SEND across the school to make informed developments to improve student progress.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED STUDENTS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

- a) A lift giving access to the first floor and to the lower ground floor.
- b) Front of school requires no ramps as it is level access from the car parks to the main reception area and the rest of the ground floor; lift access provides access to the rear of the building and the playground / MUGA areas. Access to the rear of the site can also be gained by the two side driveways, although any student in a wheelchair would need to be accompanied as there are speed humps to navigate.
- c) A disabled access toilet is located on the ground floor adjacent to the canteen. However, there are a further eight staff toilets (4 on ground floor, 4 on first floor) than could be easily converted for student use by a change of signage, should such adjustments become necessary.
- d) There are refuge points for wheelchair users at the top of each of the four main staircases in the event of a fire or fire drill, with additional refuge points in all eight staff toilets and a further two in the hygiene room.
- e) Acoustic tiles have been installed in the music department, and each of the corridors is carpeted, to assist with the reduction of noise.
- f) All student Z desks have adjustable feet to allow for wheelchair access.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by the Health and Safety Committee as part of their regular Safeguarding and Health and Safety tours of the school.

Other intended modifications to the school environment to meet the needs of disabled students and visitors to the school are as follows:

- a) A disabled toilet with a hoist.
- b) At least two evacuation chairs, with appropriate training for nominated staff.
- c) A wheelchair lift in one of the school minibuses.
- d) At least two adjustable height tables in the canteen.

TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED STUDENTS, SO INFORMATION IS AS AVAILABLE AS IT IS FOR THOSE STUDENTS WHO ARE NOT DISABLED.

Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies.
- c) Voice activated software for use in some lessons.
- d) Tactile resources, as appropriate.
- e) Readers and/or scribes in exams, where appropriate.
- f) Regular clear and relevant information to parents, in home language if required.

The following opportunities to improve further will be explored:

- a) Coloured overlays for text.

7. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Local Advisory Board is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

8. REVIEW

This Accessibility Plan has the status of a policy of the Local Advisory Board and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

9. RELATED POLICIES

- Equality Policy
- Equality Objectives
- SEND Policy, Local Offer and SEND Information Report
- Teaching, Learning and Assessment Policy
- Behaviour Policy