

# Accessibility plan

## The Khalsa Academy Wolverhampton



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## 1. 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 disabled pupils can participate in the 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

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.

*The Khalsa Academy Wolverhampton is an inclusive Sikh Ethos school that welcomes learners from different socio economic backgrounds, cultures, religions as well as Special Education and disability 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.

The school supports any available partnerships to develop and implement the plan.

*The Khalsa Academy is part the Khalsa Academies Trust and works closely with Wolverhampton Local Authority.*

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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, governors of the school and Trust.

## 2. 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 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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	A1: Continue to develop a range of learning resources that are accessible for students with different disabilities	Heads of Departments to review resources in their curriculum areas  SEND team to communicate with relevant outside agencies to determine appropriate equipment on an individual basis	CLs and SENDCO	October 2020	Students with disabilities have increased access to curriculum materials
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Data is tracked for vulnerable groups to ensure that expected and above progress is measured.	Data is tracked for SEND students. Closing the Gap analysis takes place to ensure that the Gap is being closed between SEND and NSEND students.	Data Team	On going	SEND students are making expected and above progress and the gap between the groups is narrowing/ and or closed.

	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	Targets are set based on KS2 prior attainment.	Review SEND targets set and the level of progress each term needed to achieve their expected and above.	Data Team	October 2020	Targets are achievable and allow students to make expected and above progress.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p>Ensure that there is appropriate vehicle access for students with physical disabilities</p> <p>To constantly review access to the physical environment for students with physical disabilities</p>	<p>Review the needs of identified Students. Ensure that appropriate provision and safety has been addressed</p> <p>Review the access to individual rooms, ensuring appropriate adaptations are made where feasible</p>	<p>SENDCO/ Principal/ site management</p> <p>SENDCO and Principal/ Reach</p>	<p>September 2020/21</p> <p>On going</p>	<p>Identified students have access when required to disabled parking provision</p> <p>Physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service.</p> <p>Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEND and Health &amp; Safety Policies</p>
Improve the delivery of information	<i>Our school uses a range of communication</i>	Make information more accessible to students (and parents) with disabilities	Use national and local recommendations to develop plans to make information more	LA/ Reach/ Teaching staff.	January 2016	Students with disabilities have greater access to

<p>to pupils with a disability</p>	<p><i>methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>		<p>accessible.</p>			<p>information. The school is able to respond quickly for information in alternative formats.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The school has moved facilities in September 2018. This new build is fully compliant with all building regulations including accessibility access schemes.

It will be approved by the Finance and premises committee, this committee also review H&S, risk assessments and compliance. The Director of School Improvement is also a member of the committee as accessibility is not just building but also access to the curriculum and EO in terms of learning and progress. (SEND data on pupil progress is analysed by the Education and Standards Committee)

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

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Curriculum, assessment policy
- Teaching and learning policy

## Appendix 1: Accessibility audit

*an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit it school's own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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