

ACCESSIBILITY PLAN (2022 – 2026)

This policy applies to the whole school including the EYFS.

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Kingswood School Strategy:

Kingswood School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Availability

This policy is made available to parents and staff in the following ways: on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor, undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Date: April 2024

Kingswood School has drawn up a three-year plan for compliance with Schedule 10 of the Equality Act to show how it will progressively meet the demands of the Disability Discrimination Act. A pre-requisite to drawing up the Accessibility Plan has been the completion of space audits at all venues.

Introductory statement

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Kingswood School is committed to continuing to adjusting reasonably to allow disabled pupils to access educational provision at our school. We have an established reputation as an inclusive school, and are determined to develop our skills and knowledge in specific learning difficulties. The current ability range of the children is on a continuum from those with moderate learning difficulties through to gifted and talented.

Background: [SEE THE LAYOUT OF THE SCHOOL](#)

Kingswood School's layout and facilities

- We welcome children where we are able to provide appropriate provision to manage their disabilities and enable them to become as personally adequate, socially competent and independent as their potential will allow.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school in the following areas:

Targets:

- to always look for and consider ways to increase the extent to which disabled pupils can participate in the school curriculum;
 - to have in place contingency plans for pupils who have returned to school after an accident or illness, enabling them to have full access to the curriculum;
 - to continually aim to improve the physical environment in order to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, whenever required.
- to promote Kingswood School as being able to cater for children with specific learning difficulties (dyslexia, dyscalculia, dyspraxia).

Strategies:

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Admissions Policy
- Disability Policy
- Health and Safety Policy
- Special Educational Needs Policy.

The Plan is to be monitored through yearly reports to the Headteacher. There will be a full review of the Plan in January 2022 when a new Plan will be produced to cover the next three years.

- Ensure ongoing liaison with organisations that are able to offer specialist advice and training.
- Complete an accessibility audit to identify where physical, curriculum and communication adjustments should be.

Timeframe

- Links with disabled groups and organisations, along with those able to offer specialist advice, are to be ongoing;
- CPD and INSET will continue to be prioritised and ongoing.

Anticipated Outcomes

- Change in school procedures;
- Adapted, curriculum, electronic or other materials;
- Modified teaching delivery;
- Provision of additional services if they were to be required such as prospectus, newsletter in audio, Braille, large print and min-com forms if required.

Success Criteria

- Anticipated Outcomes in Place, with the school over the next three years being wholly accessible in curricular, premises and communication terms to all the people who may be served by it.

Anticipated Progress by April 26

- Ramp for wheelchair access at front door.
- Adapt one toilet cubicle for wheelchair access.
- Purchase of Assistive Hearing Device.
- Make good areas of tarmac on playground.

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the school and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the school of providing that service. Details of costs can be provided in writing on request. In order to meet the needs of disabled pupils, the school requires full information. The school asks all applicants for admission to the school to disclose whether they have any disability or other condition or educational need of which the school should be aware. In assessing a pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.