



## **Accessibility Policy**

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<b>Author Initials</b>	MS/ZW
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*(This policy supersedes all previous Accessibility policies)*

## Amendments

Policy Date	New Version Number	Summary of change	Comments

**Contents**

- 1. Introduction .....4
- 2. Definition of Disability: .....4
- 3. Trust Statement .....4
- 4. Access to education and associated services: .....4
- 5. Aims .....4
- 6. Practice .....5
- 7. Action Plan.....5
- 8. Related Policies .....5
- 9. Review of Policy .....5

## **ACCESSIBILITY POLICY**

### **1. Introduction**

1.1 From October 2010, the Equality Act has combined all previous acts relating to discrimination, into one, more encompassing area. This means that although the Disability Discrimination Act 2005 (DDA) has been superseded by the Equality Act, the Disability Equality Duty in the DDA continues to apply. The Trust, and all schools within it, are required to carry out accessibility planning for disabled students and have an Accessibility Plan in place.

### **2. Definition of Disability:**

2.1 In order to plan for our students, it is important to understand the definition of disability. A person has the protected characteristic of disability if they have a physical and/or mental impairment, which has what the law calls “a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.

2.2 There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. Examples include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.

2.3 Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia are covered.

2.4 According to the Equality Act 2010 the test to apply to decide if someone has the protected characteristic of disability are:

- the length of time the effect of the condition has lasted or will continue: it must be long term.
- the effect of the impairment is to make it more difficult and/or time – consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

### **3. Trust Statement**

3.1 Education South West recognises the need to take all reasonable and necessary steps for the admission and education of disabled students by using a variety of approaches and planning reasonable adjustments. We aim to enable students with disabilities to take as full a part as possible in all the activities of the Trust. This should take in to account their individual strengths and needs and should allow each child to fulfil their potential.

### **4. Access to education and associated services:**

4.1 This term covers the whole life of the Trust. It covers not just curriculum and teaching and learning but school clubs and activities, break and lunchtimes, Trust sports, Trust policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next stage of education.

### **5. Aims**

5.1 The ESW Accessibility Policy, and associated school specific accessibility plans, will contain relevant and timely actions to ensure that the Trust:

- 1. Increases the extent to which disabled students can participate in the curriculum;**
- 2. Improves the physical environment of Trust schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;**
- 3. Improves access to information for disabled students (and other members of our community).**

## **6. Practice**

6.1 We will make reasonable adjustments to ensure the Trust environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the Trust. The school-by-school specific accessibility plans will be reviewed annually and show how we will increase access to education and associated services for students with disabilities to meet the three aims as stated above.

6.2 More specifically, the Trust will endeavour to ensure that: -

- Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around Trust schools.
- Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to Trust schools.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

## **7. Action Plan**

7.1 Each school within the Trust is to have an ongoing three-year Accessibility Action Plan which outlines accessibility targets, strategies on how to achieve those targets, outcomes of those strategies, timeframe and costs. Each school will be responsible for reviewing and updating their Accessibility Action Plan and ensuring it is accessible on the school's website.

## **8. Related Policies**

8.1 Related policies include:

- Curriculum Policy
- Intimate Care Policy
- Medical Policy
- Single Equality Policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour Policy
- School Improvement Plan
- Health and Safety Policy

## **9. Review of Policy**

9.1 This policy is reviewed by the Board of Education South West every three years or as required by changes in legislation.

## ACCESSIBILITY PLAN KINGSBRIDGE COMMUNITY COLLEGE

### IMPROVING ACCESS TO THE CURRICULUM

Target	Strategies	Timescale	Responsible	Success Criteria
<i>Example Training for teachers on differentiating the curriculum to meet special needs</i>	Undertake an audit of staff training requirements	Sept 2025	JBL with Curriculum leads/ Team Leaders	Teachers are able to more fully meet the requirements of disabled children's needs accessing the curriculum
<i>EXAMPLE All out-of-school activities are planned to ensure the participation of all pupils</i>	Review all out-of-school provision to ensure compliance with legislation	Sept 2025	JBL with EVOLVE leaders	All out-of-school activities will be conducted in an inclusive environment
<i>EXAMPLE Classrooms are optimally organised to promote the participation and independence of all pupils</i>	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Dec 2025	JBL with Team Leaders	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupil
<i>EXAMPLE ICT software used to support learning</i>	Make sure software installed where needed	Sept 2025	JBL with IT curriculum lead = IT practitioners	Wider use of SEN resources in classrooms
<i>EXAMPLE PE curriculum to be accessible to all</i>	Gather information on accessible PE and disability sports	Sept 2025	JBL with TME	All pupils have access to PE and be able to excel
<i>EXAMPLE Lunch Club accessible to all</i>	Moved to MR7 for space & wheelchair access	March 2025	JBL	All students can access Lunch Club
<i>EXAMPLE All parents &amp; carers access Parents' Evening</i>	EAL translators employed for parents as needed	Sept 2025	JBL & Inclusion Leads	All parents & carers can effectively access meetings via Teams or face-to-face, without language barrier
<i>EXAMPLE All students with physical and sensory needs can access the mainstream curriculum</i>	Uniform & sensory adjustments in place as needed eg. uniform; ear defenders; crowded spaces; early exits; medical passes	March 2025 & ongoing	JBL & Inclusion Leads	All relevant students can identify OAIP support for phys/sens needs

## INCREASING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Strategies	Timescale	Responsible	Success Criteria
<i>EXAMPLE</i> <i>Layout of school allows for all stakeholders to all areas, especially Reception and outside areas</i>	Consider needs of disabled pupils, parents and carers or visitors			School site accessible
<i>EXAMPLE</i> <i>Signage clear for visually or physically impaired people</i>	Review and amend signage annually			Visually impaired people feel safe in school grounds
<i>EXAMPLE</i> <i>Ensure all disabled pupils can be safely evacuated in emergency</i>	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties			All disabled pupils and staff working alongside are, and feel safe in the event of an emergency

## IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Target	Strategies	Timescale	Responsible	Success Criteria
<i>EXAMPLE</i> <i>Availability of written material in alternative formats</i>	The school will communicate to all stakeholders the options of all written information into alternative formats.			The school will be able to provide written information in different formats when required for individual purposes
<i>EXAMPLE</i> <i>Review documentation with a view of ensuring accessibility for pupils with visual impairment</i>	Get advice on alternative formats and use of IT software to produce customized materials.			All school information available for all
<i>Delivery of information in writing is in an appropriate format or language</i>	Provide suitably enlarged, clear print for pupils with a visual impairment on request			Pupils understand information given