



KETTERING PARK
JUNIOR ACADEMY

ACCESSIBILITY PLAN

Statutory Policy

Document Title	Accessibility Plan
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1. Aims

Academies 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 academy 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 academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our ethos as an academy is to develop the three essential characteristics of learning progress, mental and physical wellbeing, for every child, building on the foundations developed during the infant years. We commit to this through living our core values of curiosity, creativity and community in all that we do.

We look to inspire curious learners for life, as it is through fostering the innate inquisitiveness of children, the desire to explore, investigate and learn, that knowledge, skills and understanding are instilled which equip children to fulfil their future aspirations. We encourage creativity in its many forms, providing our children with the ability to express themselves and demonstrate their learning in different ways. We care for the whole child, nurturing their sense of belonging and community as part of the Park family, ready to take their next step in the world, secure in their sense of self.

Our core values underpin our PARK learning behaviours, which our children are encouraged and supported to use throughout their academic learning and social interactions every day.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan including the Academy Trust.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, 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 include as appropriate: pupils, parents, staff and governors of the academy, staff of neighbouring Infants Academy.

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 academies 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.

Academies 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.

Action Plan

The following action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1. Increase access to the curriculum for pupils with a disability

Current good practice		Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
<p>Our academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Short Term	To liaise with the Infant academies to review potential intake for September intakes	To identify pupils who may need additional/differentiated support from provision for September intake.	Teachers Head Teacher Senco		All children receive appropriate support.
		Ensure full access to the curriculum for all children	CPD for staff A range of specialist trained staff Differentiated curriculum as required Specific equipment sourced from relevant outside agencies.	Teachers Head Teacher Senco	Ongoing	All children can access the curriculum
	Medium Term	Review attainment of children with a disability	Pupil progress meetings Senco evaluation Liaison with parents Scrutiny of assessment system	Teachers Head Teacher Senco	Termly	Progress made by children with a disability
		Take account of a variety of needs when teaching	Wheelchair access Specific ICT equipment for disabled users Use of alternatives to enable participation of disabled children Creating a positive image of disability across the academy Access strategies for lesson inclusion	Whole Academy	Ongoing	Needs of disabled children are represented within academy
	Long Term	Evaluate the short and medium term targets annually	See above	SLT Senco Head Teacher Governors	Annually	Effective two way communication
		Report findings to Governing body	Findings included within HT report	Head Teacher	Termly	Pupils, parents and carers are able to access written communication/resources

Aim 2. Improve and maintain access to the physical environment

Current good practice		Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <p><i>Ramps</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking bays</i></p> <p><i>Disabled toilets and changing facilities</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p>	Short Term	Improve physical academy environment	The academy will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as access, lighting, colour schemes and accessible facilities and fittings.	SLT	Ongoing	Enabling needs to be met where possible.
		Ensuring all with a disability are able to be involved	Create access plans for individual children Include questions in confidential questionnaire about parents/carer's access needs and ensure they are met Confidential audit of whole staff needs to ensure they are met in academy	SLT	Ongoing	Enabling needs to be met where possible.
	Medium Term	Improve community links with regard to transition in and out of Park Junior Academy	Academy to have strong links with other academy's/nursery settings/community	SLT FSW All Staff	Ongoing	Improved awareness of disabilities/wider community and their needs
	Long Term	To continue to develop playgrounds and facilities	Academy to take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements of the site.	Whole Academy	Ongoing	Inclusive child-friendly play areas
		To ensure car park/gates/paths around academy are as safe as possible	Communication with parents/carer's	SLT	Ongoing	No accidents

Aim 3: Improve the delivery of information to pupils and parents with a disability

Current good practice		Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
<p><i>Our academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <p><i>Internal signage</i></p> <p><i>Large print resources</i></p> <p><i>Pictorial or symbolic representations</i></p>	Short	Parents/carers with Disabilities such as hearing impairment, physical disabilities	Regular communication -	Class Teachers	Ongoing	Effective two way communication
	Term		Interpreter provided for parents evening/annual reviews if Required/equipment readily available to support access	SLT/SENCo		
		Improve access to written information for pupils, parents and visitors	<p>Raise awareness of font size and page layouts to support pupils with visual impairments or cognitive barriers.</p> <p>Audit academy library to ensure the availability of large font and easy read texts to improve access</p> <p>Audit signage around the academy to ensure it is accessible to all</p>	SLT English Lead Resources Committee	Ongoing	Pupils, parents and carers are able to access written communication/resources
	Medium Term	Review children's records ensuring awareness of any new disabilities	<p>Information collected about new children</p> <p>Records passed to class teachers</p> <p>Transition meetings between teachers</p>	Class Teachers Admin Staff Outside Agencies SENCo	Ongoing	Each teacher/staff member aware of disabilities of children in their class
	Long Term	In academy record system to be reviewed and improved where necessary	Record keeping system to be reviewed	SLT Admin Staff	Ongoing	Effective communication of information about disabilities

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by KPJA Governing Board

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 (SEN) information report

- Supporting pupils with medical conditions policy