



KING'S LEADERSHIP
ACADEMY HAWTHORNES

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

ACCESSIBILITY PLAN 2022-25



GREAT SCHOOLS
TRUST

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.

Our beliefs centre around identifying, nurturing and developing potential and hidden talent in every single one of our students. It is our belief that all students should participate fully in all aspects of school life.

All students have the right to achieve their maximum academic and social potential. The SEND policy for King's leadership Academy Hawthornes seeks to promote this by providing equality of access and opportunity to all areas of the curriculum.

Students are taught in an environment where they receive equal respect and in which their individuality is valued.

We believe that all students have learning differences rather than learning difficulties. It is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure excellent progress is made by all students.

The aims of our SEND policy and practice in KLAH are:

To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.

To ensure that students with SEND engage in the activities of KLAH alongside students who do not have SEND.

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

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 partnerships to develop and implement the plan.

Details of SEFTON LEA offer can be found at

<https://www.sefton.gov.uk/localoffer>

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability. There are five end of learning cycle assessments throughout the year. There are also reading and numeracy assessments to monitor progress.</p> <p>Targets are set effectively and are appropriate for students with additional needs. Targets are based on Y6&7 data and on knowledge of the student.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Short Term:</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs. Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENDCo.</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>	<p>SLT link to advise and direct training needs for staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress.</p> <p>Learning Walks ensure this is embedded in lessons.</p> <p>Book scrutiny reflects accessibility and challenge</p> <p>Staff are confident at using suggested strategies,</p> <p>Students benefit from an adapted delivery of curriculum appropriate to needs</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability			<p>Medium Term:</p> <p>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p> <p>Ensure the curriculum in all faculties is fully accessible to SEND students and reflects the diverse needs of students</p>	<p>Performance management and Further Professional Learning needs identified</p> <p>Faculty audit to assess curriculum accessibility for SEND pupils</p>	<p>SENDCo</p> <p>Faculty leads</p>	<p>ongoing</p> <p>June 22</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p> <p>Learning Walks ensure this is embedded in lessons.</p> <p>Pupil voice - students feel that the curriculum reflects their needs</p>
Increase access to the curriculum for pupils with a disability			<p>Long Term:</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity</p>	<p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>SENDCo, OT and PT</p>		<p>All students access 100% of PE lessons regardless of activity</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Our school environment is adapted to the needs of students as required. This includes Ramps Corridor width Accessible parking bays Accessibility toilets and changing facilities</p>		<p>Short Term Students with specific needs have all the appropriate equipment and furniture.</p> <p>Personal evacuation plans for identified vulnerable students</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. ie Wheelchair users not timetabled in upper floor classrooms.</p>	<p>Develop PEEPs for specific students. LSAs informed of which students they are responsible for in an emergency situation.</p> <p>Peeps forms are stored with emergency evacuation register and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	<p>SENDCo and Site manager</p>	<p>Sept 2021 and ongoing</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>LSAs are aware of the individual student that they are responsible for</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs</p> <p>All students with VI are able to navigate successfully around school safely</p>

<p>Improve and maintain access to the physical environment</p>		<p>Medium Term: To continually check and maintain all areas both internal and external for accessibility.</p> <p>Ensure there is clear access from foundations to sports hall for pupils with wheelchairs</p> <p>Ensure all students with VI are able to navigate successfully around school safely.</p> <p>Ensure warning strips are visible to students with VI</p> <p>Ensure there is suitable furniture in classrooms</p>	<p>Check all key routes. Adapt and maintain ground as required</p> <p>Ongoing maintenance of existing warning fixtures and strips.</p> <p>To continually produce yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support students with VI</p> <p>Purchase of specialised ergonomic chairs to assist access to the school environment as needed</p>	<p>Site Manager</p>	<p>January 2022/ongoing</p> <p>June 2022</p>	<p>Students in wheelchairs able to access whole of school and school grounds</p> <p>All students with VI are able to navigate successfully around school safe</p>
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<p>Improve and maintain access to the physical environment</p>			<p>Long Term: To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>	<p>SENDCo/Site Manager</p>	<p>To be discussed.</p>	<p>All students are able to independently access all areas of school both internally and externally Students are able to independently navigate the whole building unaided. With the exception of upper story classrooms without a lift in operation.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> · Internal signage · Large print resources · Pictorial or symbolic representations <p>All pupils receive a Chromebook when they start at KLAH. Students without internet access are supported to ensure that they are able to access the internet at home</p>						

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<p>Improve the delivery of information to students with a disability</p>			<p>Short Term: To improve the quality and quantity of internal signage both on corridors and in classrooms</p> <p>To continually check and maintain of internal signage both internal and external.</p>	<p>Audit of internal signage both on corridors and in classrooms</p>	<p>Site manager/ SENDCo</p>	<p>Ongoing</p>	<p>Clear signage. Pupils are more independent around school</p>

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Improve the delivery of information to students with a disability			<p>Medium Term:</p> <p>Produce signage in other languages to support EAL students</p> <p>Ensure there is clear access from foundations to sports hall for pupils with wheelchairs</p>	<p>Identify key languages. Create list of key word. Have them translated into other languages and displayed</p> <p>As above: curriculum areas to produce translations of key terms</p> <p>Check all key routes. Adapt and maintain ground as required</p>	<p>SENDCO/Site Manage</p> <p>Site team</p>	<p>July 2022</p> <p>July 2022</p>	<p>Key information translated into other languages in foyer.</p> <p>Names of key rooms displayed in other languages</p> <p>Students in wheelchairs able to access whole of school and school grounds independently</p>
Improve the delivery of information to students with a disability			<p>Long Term</p> <p>Visual and audio systems set up around school and in classrooms</p>	<p>Identification of need based on student information.</p> <p>Purchase of microphones, hearing loop system</p>	<p>SENDCo and site Team</p>	<p>To be discussed</p>	<p>All students with a HI are able to access all lessons.</p> <p>Students with VI able to navigate school independently.</p>

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 Mrs. Prenderville-Howard, Mr. Gaul the headteacher.

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

