

# Accessibility Policy

This policy is reviewed every 3 years to ensure compliance with current regulations.

Approved / reviewed by:	
Governors Panel	
Date adopted:	May 2019
Date of next review:	September 2028

## Statement

At EK we believe that every learner should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each learner to fulfil their potential.

## Aims

- To increase the extent to which disabled learners can participate in the curriculum.
- To improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

EK's Accessibility Plan will advise other school documents. The Accessibility plan will be reviewed in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

1. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school's website.
2. We are committed to providing an environment that enables full curriculum access and values all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The EK Accessibility Plan shows how access can be improved for disabled learners, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - a) Increase access to the **curriculum** for learners with a disability, expanding the curriculum as necessary to ensure learners with a disability are as equally, prepared for life as are the able-bodied learners; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers provision of specialist or auxiliary aids and equipment, which may assist these learners in accessing the curriculum within a reasonable time frame;
  - b) Improve access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
  - c) Improve the delivery of **written information** to learners, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.
4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue to raising awareness for staff and others on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following school

policies, strategies and documents:

- Curriculum Policy
  - Equality Objectives
  - Disability Equality Scheme
  - Health and Safety Policy
  - Special Educational Needs Policy
  - Behaviour Policy
  - School Development Plan
  - School Prospectus/ Vision Statement
7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of the accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new accessibility Plan for the ongoing period.
  8. Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Management Leadership Team will include the need to consider Equality and Diversity issues as required by the Equality Act 2010
  9. The Accessibility Plan will be published on the school's website.
  10. The Accessibility Plan will be monitored through the Management Leadership Team.
  11. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Roles and responsibilities in relation to this policy area as follows:**

**Proprietor:** Dayo Adeagbo

**Head Teacher:** Karen Dwyer-Burchill

## **Edith Kay Accessibility Plan 2023-2026**

### **Improving the Curriculum Access at Edith Kay School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Achievement</b>
Training for staff	Audit of need	All teachers are able to meet the requirements of disabled learner needs to access the curriculum	Management Leadership Team	Ongoing	Increase in access to the curriculum
Audit of learner need and staff training to meet those needs	Review the specific needs of learners living with a disability	Raised awareness by staff. Involvement of external agencies	Headteacher/All staff	Ongoing	Increase in access to all school activities for all disabled learners
All out of school activities are planned to ensure where reasonable the participation of all learners	Review out of school provision to ensure compliance	All activities conducted in an inclusive environment	Headteacher	Ongoing	Increase in access to all school activities for all disabled learners
Classrooms are organised to promote the participation and independence of all learners	Review and implement class expectations – furniture and equipment	Lessons start on time without need to accommodate the needs of individual learners	Headteacher/All Staff	Ongoing	Increase in access to the curriculum
Training for awareness raising of disability issues	Provide training for all stakeholders	Whole community aware of issues relating to Access	Headteacher/All Staff	Ongoing	Community will benefit from a more inclusive school environment

## **Edith Kay Accessibility Plan 2023-2026**

### **Improving the Delivery of Written Information at Edith Kay**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Achievement</b>
Availability of written information in alternate formats when requested	The school will make itself aware of services available for converting written information into alternate formats	The school will be able to provide written information in various formats	Office/ SLT	Ongoing	Delivery of information to disabled learners improved
Make available brochures, letters and other information for parents in alternate formats when requested	Review current publications and promote availability in different formats	All school information available for all who request it	Office/ SLT	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for learners	Get advice on different formats	All school information available for all who request it	Office/ SLT	Ongoing	Delivery of school information to parents and the local community improved
Raise awareness of adults working at and for the school on the importance of good communication	Arrange course	Awareness of target group	Office/ SLT	Ongoing	School is more effective in meeting the needs of learners