

## Accessibility Plan

<b>RATIONALE</b>	To ensure we provide an accessible environment at Kingston Park Academy which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging any negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.				
<b>PURPOSES</b>	<ul style="list-style-type: none"> <li>➤ To ensure Kingston Park Academy plans for the accessibility of provision for all pupils, staff and visitors</li> <li>➤ To improve the physical environment of Kingston Park Academy, adding specialist facilities as necessary, and making reasonable adjustments</li> <li>➤ To further increase access to the curriculum for pupils with a disability, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment.</li> <li>➤ To further improve and make reasonable adjustments to information available to pupils, staff, parents and visitors, within reasonable time frames considering the various preferred formats.</li> <li>➤ To provide on-going training for staff and the Education Advisory Board on matters of disability discrimination</li> <li>➤ To ensure the plan is updated as necessary, and at least annually</li> </ul>				
<b>NATIONAL/ LOCAL GUIDANCE</b>	This Policy should also be read in conjunction with the following National Guidance : Equality Act 2010: Schedule 10, relating to Disability				
<b>Aim</b>					
Increase the extent to which pupils with disabilities can participate in the school curriculum.	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Outcome</b>
	Pupils have personalised plans which are reviewed regularly to ensure they have access to, and benefit from a wide and varied curriculum	Regular monitoring by leaders at all levels of curriculum offered and progression made in line with the accessibility for individual pupils	SLT Classroom teachers Inclusion team 1:1 Support staff Support staff EAB	Ongoing – reviewed each term	Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being:

...*Changing lives*

Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities and associated services provided.	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Outcome</b>
	Ramps for access throughout	Maintain and monitor playground and paths and interior floors to ensure they are even	SLT Classroom teachers Inclusion team 1:1 Support staff Support staff EAB	Ongoing – reviewed each term	Children with physical disabilities can access school buildings
Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Outcome</b>
	Information stands at Parents' Evenings Parent and pupil voice sessions Information update drop-ins available weekly	Review in line with monitoring and self-evaluation cycles Continue to seek external reviews	SLT Classroom teachers Inclusion team 1:1 Support staff Support staff EAB	Ongoing – reviewed each term	Parent and Pupil Voice and Questionnaires show a clear understanding
FURTHER DETAILS CONTAINED IN DOCUMENTS / POLICIES	Anti-Bullying Behaviour Child Protection SEND Supporting Children with Medical Needs				