



# King's Academy Ringmer

## “in pursuit of excellence”

### Accessibility Plan

**Date:** Reviewed on 7 March 2019

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#### 1. Statement of Intent

This plan outlines the proposals of the Governing Board of King's Academy Ringmer to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act (Disability) 2010.

- Increasing the extent to which students with disabilities can participate in the academy curriculum;
- Improving the environment of the academy to increase the extent to which students with disabilities can take advantage of education and associated services;
- Improving information delivery to students with disabilities.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents/carers of students
- Employees
- Governors
- External partners

#### 2. Principles

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to the Equality Act (Disability) 2010. King's Academy Ringmer Governors are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. King's Academy Ringmer is committed to providing an accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The Equality Act (Disability) 2010 places duties on academies in relation to students and prospective students. It is against the law for an academy or other education providers to treat disabled students unfavourably. This includes:
  - a) "direct discrimination" eg: refusing admission to a student because of disability.
  - b) "indirect discrimination" eg: only providing application forms in one format that may not be accessible.
  - c) "discrimination arising from a disability" eg: a disabled student is prevented from going outside at breaktime because it takes too long to get there.
3. King's Academy Ringmer encourages, celebrates and values the diversity of all our community.
4. King's Academy Ringmer actively promote the principle of equality for all.
5. King's Academy Ringmer aims to ensure that everyone within our community is treated fairly, with respect and dignity.
6. King's Academy Ringmer will continue the process of ensuring the elimination of any form of inequality, bullying or discrimination.

King's Academy Ringmer is a diverse, mixed, academy secondary that serves the needs of our local community. We want all our students to develop their intellectual, spiritual and creative talents. Through recognising and encouraging the successes and achievements of our students, we aim to develop their self-esteem. We want all our students to value and respect the rights and opinions of others. We are proud of being known as a caring academy with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to review our provision to make certain all our students can access the full curriculum.

### **3. Definition of Disability**

Disability is defined by the Equality Act 2010 as follows: *"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities"*.

### **4. Operation**

#### **4.1 Increasing the extent to which students with disabilities can participate in King's Academy Ringmer Academy's curriculum.**

##### **Priority:**

To continue broadening our curricular and enrichment provision for all students throughout the academy, in particular we wish to continue further developing the access of our facilities for use by students with disabilities.

##### **Actions:**

- a) To continue liaising closely with feeder academies to gain as much information as possible regarding new students before they arrive to ensure suitable access provision is in place on transition.
- b) To provide further training for staff on specific disabilities and SEN needs including strategies to implement in classrooms and around the academy to further student access to the curriculum.
- c) Ensure that all out of academy enrichments are planned to enable full access for all students with disabilities.
- d) To monitor, survey and evaluate participation of students with disabilities and SEN in enrichment activities to ensure provision is fit for purpose.

##### **Intended Outcomes:**

- a) Students with disability needs are to fully participate in the curriculum from the start of their time at King's Academy Ringmer. Clear plans for their full participation are in place and reviewed

termly to ensure their on-going access and participation. Monitored through SEND Improvement Plan.

- b) All teachers and support staff are aware of the optimal requirements and are making every effort to ensure that these are being met or that awareness has been raised with the relevant person.
- c) SEND students are active participators in enrichment both in and out of the academy.
- d) Participation of SEND students in enrichment both in and out of the academy is monitored, evaluated and prioritised. Students are regularly asked for their opinions and these are regularly acted upon to increase their participation.

## **See Appendix 1 – Accessibility Plan, Improving the Support for SEND Students at King’s Academy Ringmer**

### **4.2 Improving the environment to increase the extent to which students, staff and visitors with disabilities can take advantage of the academy facilities.**

#### **Priority:**

- a) To ensure that all areas of the academy have addressed all issues surrounding the Equality Act 2010 and accessibility to the curriculum and to the academy site.

#### **Actions:**

- b) Plan and carry out a thorough review to ensure that King’s Academy Ringmer is fully compliant with the Equality Act 2010.
- c) Provide a plan for any recommendations that emerge from the review.
- d) Continue to monitor the physical environment to identify areas that may require attention or repair.

#### **Intended outcomes:**

- a) King’s Academy Ringmer enables access to all students, staff and visitors to the site irrespective of level of impairment.

## **See Appendix 2 - Accessibility Plan, Improving the Physical Access at King’s Academy Ringmer**

### **4.3 Ensuring that students, staff and visitors with disabilities are provided with the appropriate sources of information so that they are not disadvantaged.**

Students, staff and visitors can request King’s Academy Ringmer information in an appropriate format eg: large print.

## **5. Monitoring, Evaluation and review**

The mechanism by which King’s Academy Ringmer will assess the impact of the current policy will be by bringing together:

- The issues identified through the involvement of students with disabilities, staff and parents/carers.
- The information that King’s Academy Ringmer holds on students with disabilities, staff and parents/carers.

## Appendix 1

### Accessibility Plan Improving the Support for Students at King's Academy Ringmer

ITEM	ACTION	WHO IS RESPONSIBLE FOR TAKING ACTION FORWARD	TIMESCALE
EG: Preparedness (e.g. Creating liaison time for teachers and TAs; improving pre/post lesson communication)	<ol style="list-style-type: none"> <li>1. TAs to attend relevant Department Meetings, especially those held on INSET Days. Additional departmental meetings as required.</li> <li>2. TAs to be allowed training time for specific curriculum areas as requested by the Learning Leaders.</li> <li>3. Termly meetings, to be arranged by SENCO for TAs who regularly work with teachers. (Will include INSET Days)</li> <li>4. TAs to have time to discuss progress of students with the teacher before Pupil Progress meetings and attend with relevant teacher.</li> <li>5. Improve Teacher Plans:               <ol style="list-style-type: none"> <li>a. All TAs to give specific feedback on plans.</li> <li>b. Add section to Teacher Plan showing how teacher is to address TA feedback following lesson.</li> </ol> </li> </ol>	Vice Principal and SENCO	<p>Sep 2018 – July 2019</p> <p>INSET days in Sept 2018 and Feb 2019</p>
EG: Improvement of differentiation (Improving the range of materials available)	Maths and English coordinators to purchase schemes of work including a range of differentiation.	English and Maths LL's	By July 2019

## Appendix 2

### Accessibility Plan Improving the Physical Access at King's Academy

ITEM	ACTION	WHO IS RESPONSIBLE FOR TAKING ACTION FORWARD	TIMESCALE
EG: Improve safety of steps and stairs	All stair treads to have non-slip surfaces which are bright yellow and luminous	King's Academy Ringmer	By June 2019