



Accessibility plan

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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.

At Ken Stimpson Community School we are committed to ensuring equal treatment of all our students, parents/carers, employees and all others involved in the school community, who may have any form of disability. We will endeavor to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery.

Our school will not tolerate harassment of young people or adults with any form of impairment: this also includes students who are carers of any disabled family member.

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 any available partnerships to develop and implement the plan. Information on the Peterborough City Council Local Offer can be found at: www.peterborough.gov.uk/localoffer

Our school's complaints procedure covers the procedures for raising a concern or making a complaint. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The needs of a range of stakeholders have been considered in the development of this accessibility plan, including students, parents/carers, staff and Governors.

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 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.

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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students 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 students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Reasonable adjustments are discussed with all staff in order for access arrangements to be</p>	<p>Medium/Long Term</p> <p>Short Term</p> <p>Short/medium term</p> <p>Short term</p> <p>Short Term</p> <p>Short Term</p> <p>Short Term</p>	<p>In Place</p> <p>In Place</p> <p>Generally in place</p> <p>In Place</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>SENCO</p> <p>SENCO/Subject teachers</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Complete</p> <p>Complete</p>	<p>All items to be audited by designated SMT member</p>

	identified and actions for external examinations.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Inclusive toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short term</p> <p>Short term</p> <p>Short term</p> <p>Short term</p> <p>Short term</p> <p>Short term</p>	<p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p>	School Business Manager/Bouygues/PCC		
Improve the delivery of information to pupils with a disability	<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 • Braille • Induction loops • Pictorial or symbolic representations 	Medium/long term	<p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p>	School Business Manager/Bouygues/PCC		

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 the Governing Body and the Principal

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
- Equality Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

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Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	Accessible via lifts which have regular maintenance checks	Bouygues	N/A
Corridor access		One way system in place	School (all staff)	N/A
Lifts	3 lifts available within the school	Accessible via lifts which have regular maintenance checks	Bouygues	N/A
Parking bays	Available in Tesco carpark and near library which is onsite	N/A		
Entrances/Reception	Automatic/Manual Door	Entrances to all blocks are either electronic or manually operated	Bouygues	N/A
Ramps	Available to evacuation point for lower school	All entrances are at ground level	Bouygues	N/A
Toilets	Inclusive toilets available		Bouygues	N/A
Internal signage	School has appropriate signage		Bouygues/School	N/A

Emergency escape routes

Fire escape routes displayed in all classrooms.

Evacuation drills are performed at the start of each term. Three drills performed per academic year

Bouygues/School

N/A