



Accessibility Plan

Version 2

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Introduction

Kenton School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.

This Accessibility Plan covers the 3 year period from January 2021 to September 2025. The plan considers provision for disabled pupils in compliance with Schedule 10 of the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- **They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities**

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Contextual Information

Kenton School is made up of 3 separate buildings, the main building was built in October 2008 and is fully DDA compliant internally and externally. North Block and the College Block were updated in 2010 and are fully compliant with the exception of the rear doors in North Hall. All areas are accessible by disabled or wheelchair users. Kenton's external areas including specialist sports areas, roadways, footpaths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets as well as lifts providing access to all floors. We also have Evac- Chairs and staff trained to use them in the event of a fire. All students and staff with disabilities have a personal evacuation plan. Kenton School is actively improving accessibility for children, young people and visitors as, and when, building schemes are considered and completed. The main building has 2 Additionally Resourced Centres for young people and both of these are well-equipped for meeting the needs of all students. Students in the Speech, Language and Communication ARC benefit from access to a FM Hearing system where this is required in order for them to have full access to the curriculum and school life. We provide all children and young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people.

Kenton School recognises their duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a School or other education provider to treat

a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

It is a requirement that the schools' accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached to this plan is a set of section plans showing how the school will address the priorities identified in the plan.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Kenton School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral formats and access to assistive technology. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Kenton School.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Management

Accessibility action planning forms part of Kenton Schools' annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review Kenton Schools' policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review Kenton Schools' Accessibility Action Plan.
- To continue to review Kenton Schools' SEND Policy.

Monitoring

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- KS4 option choices
- Post-16 destinations

Teaching and Learning Support

As set out in the SEND Policy, Kenton School has:

- Learning Support (SEN) teams who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
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Kenton School has procedures for dealing with accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the School, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- personalised provision and support

Other related Kenton School Policies

Equality for disabled children and young people is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policies
- School Improvement Plan
- Policy for School visits and excursions
- SEND Policy
- SEND Information Report

The School Accessibility Plan and Statement of Intent is found in Appendix 1 of this document.

Appendix 1 Contents:

1. Statement of intent
2. Planning Duty 1
3. Planning Duty 2
4. Planning Duty 3

Statement of intent

This plan outlines the proposals of the governing body of Kenton School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the Academy curriculum;
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The governing body 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 of students
 - Employees
 - Governors
 - External partners
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Planning Duty 1

	Target	What	Who	When	Outcome criteria	Review
Short term	Staff members are fully aware of the additional needs of all students with SEN	Audit of Class Charts - each pupil's individual learning plan	SENCO and LSA Manager	January 2021	All staff at Kenton are aware of the additional needs of students on the SEND register and make appropriate adjustments to their practice to meet them	Ongoing, September 2025
Medium term	Schemes of work are appropriately designed to meet the needs of SEND learners	Students with the highest level of SEND need are planned for effectively	HoDs/ SENCO/Teachers	January 2021	Curriculum departments create schemes of work which have a 'SEND Tier', differentiated to meet the needs of accelerate pupils as they transition out of Year 8	Ongoing, September 2025
Long term	Students with SEND can access lessons, with success, to reach their full potential.	A graduated response to support individual need through; Quality First Teaching, LSA support, targeted intervention, CD/S&L ARC provision and Accelerate curriculum.	Vice Principal/SENCO/ HoDs	January 2021	Students with SEND continue to access lessons and have appropriate support.	Ongoing, September 2025

Planning Duty 2

	Target	What	Who	When	Outcome	Review
Short term	The Academy's physical environment is accessible.	Audit of all buildings within the Academy's estate to ensure that they are accessible.	Premises and Health & Safety Manager	January 2021	The Academy is aware of any accessibility gaps within the estate and this is taken into consideration when planning the location for the delivery of the curriculum to meet the needs of SEND students.	Ongoing, September 2025
Medium term	Learning environment of pupils with VI and HI is accessible.	Incorporation of appropriate specialist equipment (i.e. FM System, VI accessible resources).	Premises and Health & Safety Manager / SENCO	January 2021	Learning environment is accessible to pupils with VI and HI.	Ongoing, September 2025
	There are toilets on all floors of the school buildings that are fully accessible.	Handrails installed, designated access toilets for staff, students and visitors.	Premises and Health & Safety Manager	January 2021	Access toilets are available and readily accessible to staff, students and visitors.	Ongoing, September 2025
Long term	Students with physical disabilities can access school buildings	Review of School estate and maintenance of lift facility.	Premises and Health & Safety Manager	January 2021	School buildings are fully accessible.	Ongoing, September 2025

Planning Duty 3

	Target	What	Who	When	Outcome criteria	Review
Short term	Academy information is accessible.	Audit of information delivery procedures.	Vice Principal/SENCO	January 2021	The Academy is aware of accessibility gaps to its information delivery procedures and has filled those gaps	Ongoing, September 2025
Medium term	Written information is accessible to students with visual impairments	Audit the needs of those students / staff with visual impairments and seek advice on the appropriate aids to assist them.	Vice Principal/SENCO/HR	January 2021	Written information is fully accessible to students and staff with visual impairments.	Ongoing, September 2025
Long term	Academy website is accessible to children with SEND.	Audit of Academy website.	Vice Principal/SENCO	January 2021	Website is fully accessible.	Ongoing, September 2025

