

# Ark

● ● ● ●

## Accessibility Plan

### PURPOSE

Ark is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years.

Date of last review:	January 2016	Author:	Head of Estates
Date of next review:	September 2019	Owner:	CFO
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	King Solomon Academy	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

### POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input checked="" type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Audit & compliance

## **CONTENTS**

1	SETTING INFORMATION	4
2	PURPOSE	5
3	PROCESS	7
4	SUMMARY	10
5	PLAN	10

## 1 SETTING INFORMATION

### Vision and Values

---

King Solomon Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. King Solomon Academy aims to provide a rigorous and transformational education that prepares students for success at university and beyond.

King Solomon Academy (KSA) opened its primary phase in September 2007; these all-through pupils are now in Year 10. The current year 11s are our last 'Secondary start' pupils; they are the fifth year group to be completing GCSEs. We currently retain the majority of our Year 11s into Sixth Form, our current Year 13s are the third cohort to be completing A-levels, our first cohort left to university in September 2016. The academy is located in the Church Street ward, which has one of the highest levels of child deprivation in London, and on average, join the academy well below the expected development

### Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

### Views of Parents

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints).

### Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and student voice polling.

## 2 PURPOSE

---

King Solomon Academy is committed to providing a fully accessible environment 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 negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to take part in the day to day life our the school and benefit from the learning experiences we provide

Overall, the Accessibility Plan will contain relevant actions to:

- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this they are in breach of the Equality Act). 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 the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached in section 5 which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

### **Information from pupil data and school audit**

The latest information regarding the number of pupils with special educational needs and disability for King Solomon Academy can be found in the SEN Register.

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by King Solomon Academy to its students and staff.

The main priorities in King Solomon Academy's plan are as follows:

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

King Solomon Academy will endeavour to provide suitable access to a range of curriculum opportunities.

- The school will endeavour to provide suitable access to a range of curriculum opportunities
- Where necessary, guidance and support will be given by the SENCO
- King Solomon Academy have several Teaching assistants who are deployed by the schools SENCO to ensure the needs of students with a statement or Education, Health and Care Plan are being met.
- King Solomon Academy to facilitate services from a range of agencies for all pupils and their families.

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- All floors of all buildings have lift access
- There is meeting space in nearby classrooms or in leadership offices on the ground floor and toilets within easy reach of the reception so we can easily accommodate wheel chair users and visitors with reduced mobility.
- Sport facilities that are located on first and second floor are accessible by lifts.
- King Solomon Academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help.
- King Solomon Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

### 3 PROCESS

---

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

## 4 SUMMARY

---

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve access for both individuals and groups
- Provide an atmosphere where all staff and pupils feel safe and valued
- We will achieve this by promoting understanding of disability and work to should positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning

<b>Improving Physical Access</b>					
<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By Leadership and SLT focus group
<b>Improving Curriculum Access</b>					
<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	By SEND department and curriculum leaders

Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for students An annual audit of the ICT needs of pupils with disabilities	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	SEND team
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	King Solomon Academy will continue to be a fully inclusive school	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	Student Well-Being/Pastoral and First Aider team.
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of student Individual Support Plans - ISPs. Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	March 2016	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets	Inclusion team
All out of school activities are planned to ensure the participation of SEND pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all SEND pupils	Extra-curricular lead
To liaise with Local primary schools and SENAR to review potential intake for September 2019	To identify pupils who may need additional to or different from provision for September 2019 intake	The school will be able to put appropriate provision in place	Spring term 2016	Procedures/equipment/ Ideas set in place by September 2016	HT Enhanced Provision Team



### Improving the Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LEA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved.	Admin Team
Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all stakeholders	As required	Delivery of school information to parents and the local community improved	Admin Team
Review documentation as required with a view of ensuring accessibility for pupils with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All school information available to pupils/parents with visual impairments	As required	Delivery of school information to pupils and parents with visual difficulties improved	Inclusion team
Make sure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled/designated to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents		On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education; Regular attendance at school events by parents with disabilities	Pastoral and Inclusion teams