



## **Accessibility Plan and Disability Equality Policy**

### **The Physical Environment**

We have disabled parking and a flat level site to provide good access. There is ramped access at several points of entry. There are automatic doors at four points in the main building and two of the doorways on the first floor automatically close in the event of a fire. A personal evacuation plan is in place for wheelchair users. All classrooms are accessible to wheelchair users except the upper floor of the language block. There are two unisex ground floor accessible toilets and two disabled bathrooms, one with a hoist. There is good contrast with black skirting boards light walls and blue doors. The site and the classrooms are well lit and there are blinds in most rooms.

### **Access to the curriculum**

The ethos of the school is inclusive – see Equality Policy. The school will endeavour to ensure reasonable adjustments are made, where reasonably possible, for all pupils to have full access to school trips and activities. We are in frequent contact with external agencies that provide support e.g. Advisory Teachers. We have contact with a local special school that has provided advice and support for pupils. Pupils have care plans where appropriate and Teaching Assistants have training in moving and handling. Information about major areas of Special Educational Needs and Disabilities (SEND) is available to staff giving strategies to support pupils. For pupils that need it, a time-out card is provided as hard copies. Staff are aware of what they need to do in a medical emergency.

All pupils have full access to the curriculum. Most of the support provided by Teaching Assistants is in the classroom. Access arrangements are in place where needed. Those pupils with an Education, Health and Care Plan have a keyworker. If pupils are withdrawn for literacy or numeracy support their progress is tracked. Most lessons are taught as mixed ability, apart from Mathematics; this allows full participation for all. We have introduced BTEC Art and Design and Child Development, and these are popular with some pupils with SEND. Staff are aware of pupil needs through the one page profiles. Each year we look at the needs of the pupils and provide staff training to meet these needs. This has included training on pupils with Hearing and Visual Impairments, Dyslexia and the Autistic Spectrum and Dyspraxia. We now have some specialised Teaching Assistants who provide support for English and Mathematics. We also have a Physical Education specialist Teaching Assistant who works to provide appropriate support for pupils in Physical Education. We have equipment to support a differentiated Physical Education programme. We have a bank of laptops that can be used by pupils, and we encourage the development of keyboard skills.

### **Access to written information**

Pupils can access written information through access arrangements and Teaching Assistant support in lessons. Work will be differentiated so that pupils can access it. For those pupils who need a bigger font, this can be arranged

# CIRENCESTER KINGSHILL SCHOOL

## **Accessibility Plan & Disability Equality Policy**

(This takes into account the Equality Act 2010)

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### Appendix 1: School Accessibility Plan

# Accessibility Plan & Disability Equality Policy

## 1. School Ethos, Vision and Values

Cirencester Kingshill School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also include pupils who are carers of disabled parents. This links with other policies in school such as Equality, Special Educational Needs and Disabilities, School Discipline and Pupil Behaviour and including Anti-bullying.

### 1.1 What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." (DDA 1995, Part 1 para. 1.1.)

The Disability Equality in Education (DEE) charity recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.

Under the Equality Act 2010 organisations have to make 'reasonable adjustments' to avoid a disabled person being put at a 'substantial disadvantage' compared with a non-disabled person. It also requires schools to provide auxiliary aids or services for disabled children where it is reasonable to do so. The provision of auxiliary aids and services has been effective from September 2011. The Equality Act means that schools cannot discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

### 1.2 Strengths and Weaknesses

Cirencester Kingshill School prides itself on being an Inclusive School, which tries to ensure everybody has the opportunity to perform to the best of their ability, setting high expectations.

The school has recognised strengths in building and site management for user-friendly physical access and we have regular Health and Safety checks.

## 2. The General Duty

The school will actively seek to:

- Promote equality of opportunity.
- Eliminate unlawful discrimination.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life and take steps to take into account people's disabilities even where that involves more favourable treatment.

### **3. How The School Will Meet the General Duty and Specific Duty**

The school already ensure that steps are taken so children with disabilities can participate in activities, school plays or school trips. We also use a questionnaire to assess factors such as whether children are able to participate in all aspects of school life and how well children are achieving socially and academically. Pupils with disabilities will be involved in reviewing the Accessibility Plan.

#### **3.1 Developing a Voice for Disabled Pupils, Staff and Parents/Carers**

Pupils and their parents/carers regularly take part in review meetings, transition planning, Parents' Evenings etc. The Pastoral Team, the Special Educational Needs Co-ordinator (SENCO) and Teaching Assistants meet regularly to ensure good communication. This encourages disabled pupils, staff and parents/carers to participate in school life.

#### **3.2 The Governing Body**

The Special Educational Needs Co-ordinator (SENCO) reports to the Governing Body twice a year giving information about Special Educational Needs (SEN) and those pupils with disabilities.

#### **3.3 Disability in the Curriculum, within the School, including Teaching and Learning**

All pupil progress is monitored and regular reviews done through pupil progress reports, academic and/or pastoral review and regular Parents' Evenings.

#### **3.4 Eliminating Harassment and Bullying**

Refer to the School Discipline and Pupil Behaviour Policy and Anti-bullying Policy for how discrimination, bullying and harassment of disabled children and adults will be dealt with.

The school employs specialist Teaching Assistants for observations, mentoring, withdrawal and support/advice with emotional and behavioural issues.

#### **3.5 Reasonable Adjustments**

The Learning Support department and the Student (behaviour) Support room both offer reasonable adjustments for identified pupils. Records are kept of incidents and actions taken.

We measure the effectiveness of reasonable adjustments through pupil and parent/carer feedback. Any trips (out of school activities) are risk assessed and preparations made well in advance, including meetings with support staff, parents/carers and pupils to ensure effective participation.

The school also takes part in disability games locally run by the county.

We have direct links with a local Special School.

#### **3.6 School Facility Lettings**

The Site Manager and the Finance Office manage use by the community and ensure equality of access.

### 3.7 Contractors and Procurement

All county contractors have to meet the positive discrimination double tick standard for Local Authority (LA) jobs. The school follows advice given out by the Local Authority. We are a Healthy School and the canteen will meet the catering needs of all pupils.

### 3.8 Information, Performance and Evidence

#### a. Pupil Achievement

Information and individual monitoring and tracking records are kept and all pupils' achievement recorded; targets for pupil progress and subject targets are set by the class teacher. Pupil progress reports are reviewed via academic tutoring by form tutors with the pupil and then at Parents' Evenings. Pupils on the SEN register are tracked in terms of meeting their Fischer Family Trust grades in English, Mathematics and reading and spelling ages.

#### b. Learning Opportunities

The local colleges run post 16 foundation courses for pupils with a range of disabilities who need more personal support. Careful planning ensures successful transfer.

#### c. Admissions, Transitions, Exclusions (including Social, Emotional and Mental Health need)

Refer to the school Admissions Policy which follows Local Authority (LA) guidelines. Transitions and exclusions are also monitored and advised by the local authority.

#### d. Social Relationships

A Pastoral Buddy system operates in Year 7 with Year 10 pupils attached to every tutor group for the year, when this is feasible. The Emotional and Behaviour Support Manager works with individuals and groups to develop social skills.

Learning Support Teaching Assistants give social support to some pupils before school and during morning break. Homework Club is also run for each year group and is supported by two Teaching Assistants.

#### e. Employing, Promoting and Training Disabled Staff

Cirencester Kingshill School does have some staff who are confident about identifying their disability. These staff receive appropriate support.

### 3.9 Impact Assessment

The impact will be assessed through the Accessibility Plan which is reviewed yearly.

### 3.10 Reviewing / Monitoring

The scheme will be reviewed and commented upon each year and revised every three years.

***If appropriate: you may want to read the following policies in conjunction with this policy. The Anti-bullying Policy, School Discipline and Behaviour Policy, Child Protection Policy, Looked After Children Policy, Equality Policy, E-safety Policy, Exclusion Policy, Offensive Weapons Policy and the Substance Misuse Policy.***

# CIRENCESTER KINGSHILL SCHOOL

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(This takes into account the Equality Act 2010)

Reviewed by: D Radbourne (SENDCo)

Date: October 2022

Adopted by Governors: 08 November 2022

Sign: LReed (Committee Chair)

Date: 02 February 2023

Next Review Date: October 2025

## Cirencester Kingshill School Accessibility Plan 2022-2025

### 1. Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure the reception area is accessible to wheelchair users who are visitors.	Possible sign at front entrance indicating automatic doors into concourse for wheelchair users/visitors to school or bell at reception outer door to communicate assistance required to reception.	Ongoing - as money becomes available	Site Team	We now have automatic door into and out of the main building – 2 additional doors and an automatic door at the end of the Science corridor

### 2. Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure pupils that have a visual impairment have resources adapted to meet their needs and that access arrangement are in place	DRA to ensure teachers are aware of the needs of the pupils through the one page profiles, and apply for modified papers as needed via the exams office.	On-going according to need	DRA/ Exams Officer.	Students with visual impairments receive the correct modified papers for external examinations.

### 3. Access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to ensure it is accessible.	Ask parents to inform us of their needs. E.g. sign language interpreter for Parents' Evening	Ongoing	DRA	For each meeting Mrs Cannon has been organising a BSL interpreter as needed