

# Knowsley Central School Accessibility Plan September 2017



**Approved by:** Daryl McConnell

**Date:** 5<sup>th</sup> September 2017

**Last reviewed in:** September 2017

**Next review due by:** September 2020



Everyone is a **Star** and can **Shine** in our Learning Community

## Knowsley Central School Accessibility Plan

2018 to 2021

### Section 1: Introduction

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

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.

This has some overlap with the definition of "special educational needs" in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his / her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Accordingly Knowsley Central School has policies in place to ensure that:

- It does not treat disabled pupils less favourably;
- It takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the "reasonable adjustment" duty) in matters of admission and education.

Knowsley Central aims to offer the highest quality of teaching and learning and supports all pupils in the pursuit of academic and personal achievement. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. Accordingly, the Accessibility Plan has at its heart the principle that all staff have a collective responsibility to ensure equal treatment of all its pupils. This school will not tolerate harassment of pupils with any form of disability. 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### **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](#).

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the access to information for our pupils

The table below sets out how the Knowsley Central School will achieve these aims.

Aim	Actions to be taken	Completed by:	Outcomes
Increase access to the curriculum for pupils with a disability	Training for staff in Lego Therapy / Groups ELKLAN training to be completed by selected staff. Renew Team Teach training every 2 years. Achieve NAS Autism Accreditation Teaching staff to plan use of dyslexia friendly multisensory strategies in lessons. Ensure all teaching staff provide effective, differentiated learning opportunities for pupils.	November 2017 February 2018 September 2019 January 2019 January 2020 On going	The workforce is skilled to meet the needs of all the pupils in school and increase their access to the curriculum through skilled teaching and learning opportunities and the ability to foster behaviour for learning.

Improve and maintain access to the physical environment	To replace the ramp to allow access to the KS1/2 building	September 2017	All pupils will have access to outdoor activity on a regular basis.  The school environment will be more suited to meet the needs of our pupils.
	To replace display boards in common areas of school to ensure they are less visually stimulating	October 2017	
	Enhance the outdoor play area for Blossom class to allow access to continuous provision	July 2018	
	To provide an outdoor gym that is accessible to all to provide structure to outdoor learning.	July 2018	
Improve the delivery of written information to pupils	To support PECS users by using symbols across the school environment.	July 2018	To enable pupils to access information at their own developmental level in lessons and across the whole school environment
	To achieve the communication friendly accreditation	February 2019	
	To work towards the Knowsley Centre of Excellence for Dyslexia Award	January 2020	

### Section 3: 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 Headteacher and Governing Board.

#### **Section 4: Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Scheme
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy