



KENSINGTON JUNIOR ACADEMY

Accessibility Plan

2021/24

Our Vision

Kensington Junior Academy is dedicated to ensuring that every child attains their full potential, both in terms of attaining academic excellence and achieving social responsibility. We have high expectations of our children, instilling them with core values of respect, hard work, good behaviour, a passion for learning and aspirations for the future.

At Kensington Junior Academy, we work hard to create a safe space to explore, discover, learn and grow!

Introduction

Under the Equality Act 2010 it is a statutory requirement that all schools have an Accessibility Plan. Schools "cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

This plan outlines the proposals of the governing body of Kensington Junior Academy to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

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

Responsibilities

Governing Body

- To uphold and review the principles of the Equality Policy
- To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team

- To ensure that the principles of the Equality Policy are upheld in practice
- To provide appropriate resources to support children with disabilities
- To ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children with disabilities where necessary

All Staff

- To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environment – Kensington Junior Academy

The main school is a brick built Victorian building, on 3 levels. There is also a modular building, accessed from outside.

There are currently no areas of the school building which are completely inaccessible to staff or pupils with additional needs. The physical layout of the building does not present a barrier to the learning or full inclusion of any pupil currently on roll. It is recognised, however, that the layout of areas of the building could present a barrier to full **independent** inclusion, should a severely physically impaired, or wheelchair-using pupil or member of staff join our school community, so adaptations and additional support may be necessary.

Any new works undertaken to improve the school environment will comply with all relevant regulations and standards of accessibility.

Improvements to the school entrance took accessibility considerations into account, eg. wider doors, space for wheelchair manoeuvre, clear signage etc.

Close liaison with feeder schools alerts us to future needs.

The Parent – Teacher Partnership

Parents are asked about their child's medical details on admission and details are recorded on the Kensington Junior Academy admission form as appropriate. Details of any medication or specific medical requirements are then discussed and recorded in more detail in the Medicines Log. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan where their condition/needs are more complex.

We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

Monitor and Review

This plan will be reviewed every 3 years or sooner should circumstances require it.

Signed by

J Parker
Chair of Governors

L H Partridge
Head of School

T J Jeffs
Executive Headteacher

Date: February 2021.

Action Plan
Aim 1: Increasing the extent to which children with disabilities can participate in the academy curriculum

Objective	Action	Timescale	Responsible
Ensure that children with disabilities are not disadvantaged in PE lessons	<ul style="list-style-type: none"> Review long and medium term plans with reference to the needs within the class. Refer to PE Lead for guidance if needed. 	Start of each year. Ongoing	Class teachers. Class teachers
Ensure that children with disabilities have the opportunity to go swimming	<ul style="list-style-type: none"> Plan ahead with the School Swimming Service with regards to transport/ changing/ access etc. 	Summer term prior to starting	SLT/Office/PE lead.
Ensure that all children can participate in off-site visits to support learning wherever possible	<ul style="list-style-type: none"> Choose locations carefully when planning trips. Liaise thoroughly with organisers of external opportunities. 	Well in advance of the activity.	Event organisers/ teachers/ hosts.
Ensure that ASD children have appropriate support to participate in lessons	<ul style="list-style-type: none"> Gather information on transfer. Assess impact of ASD on learning in class to match support appropriately. Address any EHC Plan needs. 	Before transfer or upon diagnosis, with ongoing review.	SENCOs/ class teachers. Office to share info.
Assess the needs any children with disabilities when they are admitted	<ul style="list-style-type: none"> As above – efficient sharing of information on admission. Individual Health Plans as needed, alongside EHC Plan needs. 	Prior to admission ideally.	Office/ SENCOs/Class teachers.

2024 Review:
Aim 2: Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services

Objective	Action	Timescale	Responsible
Assess the needs of any children with disabilities when they are admitted	<ul style="list-style-type: none"> Liaison through application – if needs can be met, then agree reasonable adjustments. Recommission lift if needed. Liaison meetings with parents and Y2 staff (or previous school) Phased start depending on needs. Specialist training as needed eg manual handling/ medication/ intimate care. Liaison as needed with specialist support services. 	As soon as place is agreed – all prior to admission.	SENCOs/ SLT/ Office as needed.

2024 Review:

Aim 3: Improving information delivery to children with disabilities and their families

Objective	Action	Timescale	Responsible
Assess the needs any children with disabilities when they are admitted	As above – close liaison and building mutual trust will be key to supporting the pupil.	Prior to admission	SENDCOs/ Class teachers.
Ensure that parents and children feel involved and empowered	<ul style="list-style-type: none"> Parents and pupils involved in IHPs and agreeing programmes of care. Regular review opportunities. Key member of staff to refer to ie SENDCO. 	Prior to admission and then regular review.	SENDCOs/ class teachers
Ensure that information is accessible	<ul style="list-style-type: none"> SENDCOs to establish preferred means of communication with parents eg verbal/ signed etc depending on need. Check written information for clarity, avoiding jargon etc. 	<p>Establish on admission.</p> <p>Ongoing</p>	<p>SENDCOs</p> <p>SENDCOs/ teachers</p>
Ensure staff have appropriate professional knowledge and skills to support children with disabilities	<ul style="list-style-type: none"> Establish training needs prior to admission. Provide a regular programme of review and update. Encourage staff to raise questions and suggest improvements in support of the pupil. 	<p>Audit prior to admission.</p> <p>Regular updates.</p>	LHP/SENDCOs
2024 Review:			