

Accessibility and Disability Equality

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1. Ethos and Vision

- 1.1 Kirton Academy is committed to ensuring equal treatment for all its pupils, employees and any others in the school and wider community. We seek to ensure that those with disabilities are not treated less favourably in any procedures, practices and services which we deliver.
- 1.2 The school will not tolerate harassment of those with disabilities with any form of impairment and will also consider the needs of pupils who are carers of disabled parents.
- 1.3 The Accessibility Plan is listed as a statutory document of the DFE guidance on statutory policies for schools. The plan must be reviewed every 3 years and approved by the Governing Body.
- 1.4 Links to other relevant Policies – in particular SEN, Equal Opportunities

2. Aims of the Scheme

- 2.1 To find out what barriers are faced by those with disabilities within Kirton Academy and take steps to remove them. We consult with students, parents, carers and staff.
- 2.2 Explain how we make things fairer for those with disabilities in planning our curriculum and learning environment.
- 2.3 Seek to consult those with disabilities about priorities and developments.
- 2.4 Work in partnership with others to challenge ignorance and prejudice.
- 2.5 Seek to raise the opportunities and achievements of those with disabilities at Kirton Academy.
- 2.6 Improve and maintain the physical environment.
- 2.7 To provide a learning environment where all young people can develop an enthusiasm for lifelong learning.

3. What is Disability

- 3.1 According to the Equality Act of 2010 a person has a disability if:
 - (a) He or she has a physical or mental impairment and
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

4. The Purpose of this Scheme

- 4.1 This scheme is intended to create a framework for integrating disability, equality and into all accessibility aspects of school life and demonstrates how we are seeking to meet our specific duties.

5. Access Audit

- 5.1 The school is comprised of several buildings, 2 double storey, 1 triple storey and the remainder are single. Corridors are wide and have several access points.
- 5.2 All doors are securely fastened on a fob system to enter the buildings.
- 5.3 On site car parking for staff and visitors includes disabled parking bays. All entrances to the school are either flat or ramped.
- 5.4 There is a disabled lift, which give access to the school hall, canteen, maths and ICT areas.
- 5.5 There are 3 disabled toilet facilities.
- 5.6 There is an open door policy for students, staff, parents and carers to discuss concerns regarding disability, equality and accessibility.

Accessibility Policy and Disability Equality Scheme

Targets	Strategies and Adjustments	Responsibility	Timescale	Success Criteria
To find out what barriers are faced by disabled persons in Kirton Academy and take steps to remove them.	<p>To comply with Equality Act 2010.</p> <p>Consult and collaborate with students, staff and families to ensure that Pupil Voice is heard,</p> <p>To ensure there is collaboration with any external agencies involved.</p> <p>Update Action Plan to meet further needs.</p> <p>A visual/audible fire alarm, visual signs about the school site e.g. faculty areas, important places and equipment in classrooms etc.</p>	<p>All Staff.</p> <p>SENCO/Faculty heads/teachers</p>	Ongoing.	That students, staff and families discuss arrangements with the school as appropriate.
To continue to plan and modify the curriculum provision to ensure all aspects of the curriculum are accessible to employees and pupils with disabilities. Consider arrangements for hearing impaired/visually impaired/dyslexics/dyspraxics/pupils with ADHD/speech, language and communication problems/autism/diabetics/and make reasonable modifications.	<p>All members of the school community to gain access to all curriculum areas.</p> <p>Re-location of classes to ground floor classrooms.</p>	<p>Senior Leadership Team</p> <p>Year Leaders</p>	As the need arises.	We continue to plan and personalise the curriculum at Kirton Academy. All pupils have access to a personalised curriculum which meets their individual needs to ensure they have every opportunity to reach their full potential. All staff have access to pupil information which ensures that in and out of lessons

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To promote extra-curricular activities for all students and promote, where appropriate, to students with a disability.	Extra-curricular activities take place in a venue accessible to all.			pupils with specific needs are fully catered. Examples of good practice are: <ul style="list-style-type: none"> - Re-location of classes to ground floor classrooms for pupils with mobility issues. The lift in the Maths block is very useful. - Pupil Passports give strategies for staff to employ to ensure that pupils have access to the curriculum in their classrooms. - The trained medical staff in school make reasonable modifications to ensure pupils are reminded of the procedures in place to help them.
To assess individual needs of disabled persons within the school and generate individual action/learning plan to meet these needs.	Individual plans in place.	SENCo. Year Leaders Headteacher (for staff)	Ongoing.	Plans in place for all students with disabilities.
To review and develop Learning Schemes of Work in all subjects to identify issues and challenge discrimination and prejudice. Particularly, Life, form activities and Assemblies.	Disability identified in appropriate Learning Schemes of Work. Prejudice and ignorance challenged. Visitors from voluntary organisations and disability groups visit the school.	Faculty Directors. Subject Leaders. SLT	Ongoing.	The delivery of these schemes of work gives all students the opportunity to discuss prejudice and ignorance.

Targets	Strategies and Adjustments	Responsibility	Timescale	Success Criteria
Review all school events and procedures to ensure disability issues have been addressed/considered	Review completed and procedures modified as needed.	Premises manager SLT Caretakers.	As events arise.	Safe and accessible events.
To consider widest possible range of reasonable adjustments to facilitate equality and accessibility for all.	Possible adjustments: <ul style="list-style-type: none"> • Consider distance between lessons. • Seating plans • Height of working surfaces. • Adult support. • P.E. provision. • Transport to and from school. • School trips – including residential. • Provision of toilet facilities medical facilities and similar. • Modification of classroom resources, worksheets, textbooks etc. to meet individual needs. • Food provision • Extra time/specialist equipment/ICT hardware and software as appropriate • Coloured overlays • Arrangements for ‘safe’ areas at lunchtime/breaktime • Risk assessments. • Augmented methods of communication considered. 	SENCO SLT All teaching and non-teaching staff Catering staff	As need arises	That all students are able to access all areas of the school without difficulty and remain safe.

Targets	Strategies and Adjustments	Responsibility	Timescale	Success Criteria
To consider disability issues as part of outside letting procedures	Paperwork in place to identify need and manage as needed	Premises Manager Caretakers		
Anti-bullying/harassment policies and procedures reviewed annually to monitor issues around harassment of adults and pupils as a result of disabilities.	Policies modified as necessary.	Year Leaders SLT	Annual.	Evaluated using records of any incidents of bullying/harassment.
Employment equality review.	Review all recruitment and induction procedures to ensure: <ul style="list-style-type: none"> • That all staff are aware of their legal and employee obligations • That disabled people have a positive experience of the schools recruitment and selections process • Survey all staff with disabilities (temporary or permanent) to assess the impact on their work. • Seek to remove obstacles where possible. 	SLT HR/Personnel Officer SLT		
To review how the board of trustees deals with matters relating to disability	Identify named trustee to be responsible for disability, equality and accessibility issues. Review of disability issues conducted by trustees.	Chair of Trustees		