



	Name of School	Koru Independent AP Academy
	Policy review Date	September 2022
	Date of next Review	August 2023
	Who reviewed this policy?	Shona Anderson
	Date approved by Governing body	November 2022
	Name of Designated Safeguarding Lead	Shona Anderson

Accessibility Plan

AIMS

The aims of this Accessibility Plan are to ensure that Koru Independent Academy continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Koru Independent Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

LEGISLATION AND GUIDANCE

The Equality Act 2010 was drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect the pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination and harassment.

This accessibility plan has been designed with particular regard to the protected characteristics set out in the Equality Act 2010;

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

Action Plan A – Improving Physical Access

Question	Recommendations	Date to be completed	Responsibility	Success Criteria
Wheelchair access to main building	Portable ramps are made available where needed.	April 2020 Completed October 2020	Director of Facilities	All disabled pupils, staff and visitors are able to access the building independently.
Wheelchair access within building	The school will take into account the needs of pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes.	Ongoing	Head Teacher and Director of Facilities	All disabled pupils, staff and visitors can move throughout the building independently.
Disabled parking	Spaces are provided on car park, ensure these are kept free.	December 2022	Director of Facilities	All disabled pupils, staff and visitors have reasonable access to the building from the car park.
Exterior lighting	Improve visibility along front path.	Completed April 2020	Director of Facilities	Lights fitted and operational.
Fire alarms	VAD's fitted	Completed December 2019	Director of Facilities	All disabled pupils, staff, visitors, and staff working with them are safe and confident in event of fire.
Fire exits	Ensure all disabled or impaired people can be safely evacuated	Ongoing	Director of Facilities	All disabled staff, pupils and visitors are able to have safe and independent evacuation in emergencies.
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and	Ensure staff are fully trained and aware of their duties.	At regular intervals throughout the year	Director of Facilities and Attendance Officer	All personnel and students have safe independent exits from academy.

defective equipment is replaced.				
Internal signage	Appropriate fire exit signs are in place	Completed 2019	Director of Facilities	All disabled staff, pupils and visitors are aware of their nearest fire exit

Action Plan B – Improving Curriculum Access

Question	Recommendations	Date to be completed	Responsibility	Success Criteria
Differentiation	Consider the needs of all pupils when planning lessons. Adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc.	Ongoing	All staff	Students' progress is in line with expectations
Examinations	<input type="checkbox"/> Extra time in formal and informal examinations for those with evidence of need (and complying with JCQ regulations)	Ongoing	Exams Officer	All students can fully access all exams and statutory assessments.
Timetable	Personalised timetables for students who due to their complex needs, require a modified curriculum.	Ongoing	Deputy Head	All students access fully the curriculum provided <input type="checkbox"/> .
Ensure teaching and learning methods and environment support children with	Corridors remain unobstructed at all times.	Ongoing	Director of Facilities	Students' progress is in line with expectations.

impaired mobility including wheelchair users.				
Ensure teaching and learning methods and environment support children with speech impairment.	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support.	Ongoing	All staff	Students' progress is in line with expectations.
Ensure teaching and learning methods and environment support children with hearing impairment	Child facing the teacher and clear enunciation.	Ongoing	All staff	Students' progress is in line with expectations.
Ensure teaching and learning methods and environment support children with visual impairment	Glasses worn, modified print, teachers clearly explain all visual materials.	Ongoing	All staff	Students' progress is in line with expectations.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Clear behavioural expectations and rewards in line with behavioural policy.	Ongoing	All staff	Students' progress is in line with expectations.
Ensure teaching and learning methods and environment support	Accessibility of medication. Awareness of staff when planning PE, creative studies and offsite activities.	Ongoing	All staff	Students' progress is in line with expectations.

<p>children with diagnosed medical conditions e.g. asthma, allergies</p>				
<p>Necessary provision is in place to allow all students to access activities/placements off sites</p>	<p>Develop guidance for staff on making trips accessible.</p>	<p>Ongoing</p>	<p>SLT</p>	<p>All pupils in school are able to access all school trips and take part in a range of activities.</p>

Action Plan C – Improving the Delivery of Written Information

Question	Recommendations	Date to be completed	Responsibility	Success Criteria
Ensure all staff are aware of guidance on accessible formats.	Distribute guidance on good practice in accessible formats. Provide guidance to staff on dyslexia and accessible information.	Ongoing	Head Teacher	Staff produce routine information to children in ways that are more accessible.
Inclusive discussion of access to information in all Annual Reviews.	Ask parents/carers and pupils about access to information and preferred formats in all reviews.	Ongoing	Head Teacher	Staff more aware of pupils' preferred methods of communication.
Pupils become more aware of their own learning styles and access needs.	Encourage students to express their access needs and explore learning styles	Ongoing	All staff	Pupils able to articulate their access needs and understand their own learning styles.
Website is compliant with statutory regulations	Annual website audit undertaken. Ensure this accessibility plan is available on the website.	February 2020	Head Teacher	Compliant website