



THE
KEYSTONE
ACADEMY

Accessibility Plan



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Approved By: Ofsted

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1. Aims

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

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

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the academy.

2. 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](#).

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 policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Established practice and practice under development</i>	Objectives and Actions <i>Short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success criteria
To enable access to the curriculum for pupils with special educational needs and / or disabilities (SEND)	<p>We aim to provide a differentiated curriculum for all pupils.</p> <p>Examples of this may include:</p> <ul style="list-style-type: none"> • The use of resources, tailored to the needs of pupils who require support to access the curriculum (e.g. visual timetables, practical equipment, sensory based resources such as 'ear defenders' writing frames, targeted support from staff) • Different strategies to support speech, language and communication needs, (e.g. thinking time, modelled social games and activities, support from a speech & language therapist) • Support for key literacy skills, helping pupils develop their skills to enable access to the wider curriculum (e.g. activities and resources to support reading, including a focus on phonics) 	To empower staff through ongoing training to be competent and confident in fully inclusive teaching styles. This may include a focus on SLCN, Autism awareness, attachment awareness.	Headteacher	ongoing	

	<p>We aim to maintain high expectations for all pupils, by providing a personalised approach. This will include staff knowing and understanding individual needs through:</p> <ul style="list-style-type: none"> • curriculum progress and tracking for all pupils, including those with a disability, measured against their starting points. • Individual targets being set effectively and appropriately for pupils with additional needs. <p>To ensure our curriculum remains relevant to the pupils attending Keystone, the curriculum is regularly reviewed.</p>				
<p>To provide and maintain access to the physical environment</p>	<p>The Keystone Academy is fully accessible to all staff, pupils and visitors – This includes the temporary accommodation for September 2022. Provisions in place include:</p> <ul style="list-style-type: none"> • Ramps / stair walker (temporary site from Sept 22) • Elevators (permanent site from Sept 23) • Wide corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>To continue to provide facilities which allow full access to all areas of the environment</p> <p>To maintain level access wherever possible and to continue to offer access to all areas of the building.</p> <p>To ensure that the light and temperature of the environment is comfortable and</p>	<p>Site Manager/ Headteacher</p>	<p>N/A</p>	

	<p>In addition, where appropriate, the environment will be adapted to the individual SEND of all pupils.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Provision of quiet spaces, (e.g. a sensory room) 	<p>suitable for working in for pupils and staff</p> <p>To respond promptly to the needs of all pupils, including those with a disability, as and when they arise.</p>			
<p>To ensure methods of communication cater for the needs of all pupils, staff and visitors, including those with a disability.</p>	<p>We aim to use a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> • Internal signage with graphic symbols • Large print resources • Induction loops • Pictorial or symbolic representations • Use of digital and social media (such as Dojo, blogs, podcasts) • Face to face conversation <p>We aim to provide curriculum resources which promote positive attitudes and experiences of people with a variety of needs and disabilities.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Books • Displays 	<p>To develop the use of teaching and learning aids which enable pupils to understand and participate in lessons (i.e. interactive white boards, non-white paper and backgrounds)</p> <p>To provide ongoing training and support to ensure that all staff are aware of each pupil's ability/disability and possible barriers to learning.</p>	<p>SLT</p>	<p>N/A</p>	

4. 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 Local Support Board.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit – Temporary Grange site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	One but with several changes in level between 2-4 steps		Headteacher	
Corridor access	All classrooms and rooms lead off one main corridor which is split up by several fire doors	Site manager and SLT to be trained on the use of the stair walker	Headteacher	
Lifts	N/A		Headteacher	
Parking bays	Existing school parking bays at Worcester Road entrance (staff and kitchen deliveries).	New spaces to be marked including disabled, visitors and pick up / drop off at Mount Pleasant Road entrance.	Headteacher	
Entrances	One main entrance – secured with key and maglock. Rear entrance for	Security and Safeguarding Policies sent to all staff and inductions carried out on day one	Headteacher	

	staff only and kitchen / bin access.			
Ramps	N/A Level access to main entrance and stair walker for access to other areas of building		Headteacher	
Stair walker	One – mobile, able to be used across the temporary site	Site Manager and SLT training on the use of the specialist equipment	Headteacher	
Accessible toilets	1 x staff / visitors; 1 x pupil		Headteacher	
Reception area	Located at main entrance of building allows visitors to be fully vetted		Headteacher	
Internal signage	Safety signage appropriately displayed round the school including safeguarding, fire evacuation, first aid, emergency exits, etc.	Signage to be printed, laminated and displayed once keys handed over	Headteacher	
Emergency escape routes	Fully signed round building	Fire wardens to be trained August 2022. All staff trained and to complete evacuation drill during induction week.	Headteacher	

