

Accessibility Policy

This policy covers all age groups within the School, including EYFS

Governors' Committee normally reviewing policy	Curriculum & Welfare
Date policy formally approved by Governors	October 2021
Period of review	1 year
Date of last review	August 2026
Date of next review	August 2027

Person responsible for monitoring implementation and effectiveness of the policy	Deputy Head Academic
Other relevant policies	Curriculum Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

INTRODUCTION

Kingsley School Bideford aims to offer the highest quality of teaching and learning and support to all students in the pursuit of academic and personal excellence. We have high expectations of all of our students and we strive to ensure that each and every student can access the whole school curriculum. We value the diversity of our school community and appreciate the contribution that students with special educational needs and/or disabilities (SEND) can bring to school life.

We have an Admissions Policy (available on request to the School) which seeks to remove barriers to entry to our school for students with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as outlined in our mission statement.

'Disabled students' for the purpose of the disability access plan refers to not only those with physical disabilities but does include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'. Disability is 'a physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities' - Equality Act 2010.

As a school we do not treat disabled students less favourably and take all reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education.

CONTEXT

Kingsley School Bideford has a growing number of students with an EHCP, students with a need for support for English as Additional Language (EAL), students with learning support needs (such as dyslexia & dyspraxia) but without an EHCP, and students who require Health Care Plans.

Students with Individual Education Plan (IEP) are monitored regularly to assess progress relating to their targets. All our students are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability s/he might have. We actively implement the school's Equal Opportunities Policy for staff in the day-to-day management of the school. We regularly review our staff's needs to ensure these are being met.

At Kingsley School the Accessibility Plan and its implications for students, staff and Local Advisory Board members are reviewed regularly by SLT, whose responsibility it is to:

- review annually the school's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled;
- make recommendations with a view to improving the accessibility of education in many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future;
- prepare the school's SEND/Learning Support Policy;
- prepare the school's Accessibility Plan;
- review such plans and policies as necessary.

EYFS

As the school is funded by the local authority to deliver early education places we:

- Plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- Have a clear approach to identifying and responding to SEND.
- In addition to the two specific points in the EYFS for formal assessment, there is monitoring and review of progress throughout the Early Years.
- Where a child appears to be behind expected levels, the methodology outlined in the SEND Code of Practice 2015 is used for gathering information and seeking "Early Help" (see

Working Together), if appropriate. The cycle of action: assess/plan/do/review, is used to create a graduated response to needs.

- Guidelines are given for seeking the external help of specialists for requesting an EHC assessment.
- Decisions to involve external specialists will be taken in discussion with parents, and parents will be informed if their child is receiving SEND support.

WHOLE SCHOOL

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of the education and associated services offered by the school. For this reason, we have recently introduced new vocational courses at Key Stages 4 & 5.

We provide written information to students with disabilities in ways that are user-friendly and fully support the students in their learning experience. This enables disabled students to access information which is readily accessible to students who are not disabled. For example, assistive technology is available in the Learning Development Centre.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled students are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of inclusion and to enable them to minimise any potential difficulties for students. We promote the importance of using language that does not offend amongst both our staff and our students. We ensure that, wherever possible, positive examples of disability are portrayed in teaching materials. The school also takes into account any preferences expressed by students or their parents.

Our Pastoral and Academic Leadership Teams, which include the SENDCos, work closely to ensure that all Kingsley students have access to an inclusive and effective educational experience.

REPORTING & MONITORING

The following are carefully monitored and analysed by the School's SLT and Local Advisory Board;

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Expansive Curriculum activities
- Physical school environment
- Selection and recruitment of staff
- Staff training
- Transgender issues
- Student Welfare

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