



**W A T E R T O N**  
ACADEMY TRUST®



# King's Meadow Academy Accessibility Policy/Plan

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## **Accessibility Plan and Equality Objectives**

At King's Meadow, we strive to ensure that we are committed to equality of access and opportunity for all current and prospective members of our community. King's Meadow Academy recognises and adopts the definition of 'disability' under the Equality Act 2010 and the Disability Discrimination Act 2005.

Schools are required to have an accessibility plan. This is a statutory requirement (see DfE's guidance on statutory policies for schools). The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation". Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

### **Aims of the Plan**

To provide full access to facilities and learning for all.

To enable full participation in all aspects of the centre for children, staff, parents and visitors with disabilities.

### **We will do this by:**

Increasing accessibility to King's Meadow Academy ensuring the building and premises are accessible to all users, including pupils, parents/carers and visitors.

Promoting positive attitudes and developing a culture of respect.

Having knowledge and understanding of the needs of individuals within our Academy's community.

Being flexible in our approach to obstacles and seeking outside professional advice if needed.

Creating a range of personalised opportunities for every child to develop and learn.

Recognising the potential in all.

Achieving excellence for all children.

Having due regard to the duties from the Equality Act as follows;

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

## **What Is Included in an Accessibility Plan?**

The DfE's statutory advice document (2014) makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to disabled pupils.

## **Definition of Special Educational Needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Definition of Special Educational Provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

## Accessibility Plan

TARGET	ACTION	TIMESCALE	SUCCESS CRITERIA
To further develop / improve the outside of the building to increase accessibility	Create a safe outdoor environment to allow safe and secure access to play areas. Ensure access to a range of provision enabling all pupils physical access to a range of activities and equipment contributing to the development of gross motor skills	Spring 2024	Access to different areas of outdoor provision for all pupils. Safe area to extend a range of skills. Stimulating safe play area to develop motor skills, including physical, sensory and environmental.
Toilets & Changing Facilities	Wheelchair Accessible toilets are available on the site. Changing facilities including changing table are available with additional equipment for discarding of nappies and changing resources.	Autumn 2023	Maintain access to accessible toilets (with clinical waste bins)
Entrances	There is one main entrance to the school which needs to now be clearly signposted. Double doors are in place and access is via the ground floor.  There is also access to the building via a ramp that leads to access at the back of the building- this needs to be signposted clearly.	Spring 2024	Ongoing ensuring access at all times  Ramp accessible at all times for entrance to the building  The main entrance is easily visible and easily accessible. The disabled entrance is also clearly visible and accessible.
Internal signage	Internal signage and lighting indicates the fire route. All internal fire signage will be reviewed regularly	Autumn 2023	Internal signage in place and clearly visible.
Increase access to the curriculum and setting for all pupils.	Contact with outside agencies to establish programmes of support  To ensure that all physical and medical needs of pupils are met by liaising with all agencies and relevant training for staff organised  Provide a range of resources tailored to the individual and group needs of all pupils.  Targets are set effectively and are appropriate for pupils with additional needs.	Spring 2024	All pupils sensory needs identified  All pupils are able to access all areas of learning  Alternative Communication Systems in place  All programmes delivered to pupils from Occupational Therapy, Physiotherapy, Speech and Language Therapy.  All staff have an understanding of need and pupils able to access all areas of the environment.

	Provide a range of ways to present information to all pupils and adults		<p>All pupils able to access and engage with curriculum areas monitored and measured by staff.</p> <p>A range of formats to enable accessibility to information for all.</p> <p>Access to a range of assessment formats</p>
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