



Accessibility Plan

Version: **Dec 2021**

Ratified by the Board of Trustee

Date: Dec21

To be reviewed annually

Date: Dec 24

Contents

1. Introduction..... 3

2. Special Educational Needs..... 4

3. Access to the academy curriculum..... 5

4. Access to information for parents / carers 5

5. Access to specialist support on site 6

6. Changes..... 8

1. Introduction

1.1.

Kingsbury Academy is a special educational needs (SEN) school for Kingsbury aged 4-11 with learning difficulties and additional needs. A large proportion of our pupils have autism spectrum conditions (ASC) including sensory impairments and communication difficulties.

1.2. This plan identifies:

- how the academy meets the needs of pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014
- how it takes into account and responds to the Equality Act 2010

1.3. Kingsbury Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

2. Special Educational Needs

2.1. A child or young person has SEN if they have a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her making use of facilities that are provided for pupils of the same age

2.2. All pupils have an Education, Health and Care Plan. Access to the physical environment at Kingsbury Academy is largely accessible for all but limited to those who use wheelchairs and walking frames. It has:

- Fully accessible toilets and changing areas
- Low distraction environments and spaces
- Outside areas
- Dropped kerbs
- Safe and secure outside area's
- High Quality Library
- Playground equipment

3. Access to the academy curriculum

The Academy strives to provide a caring environment according equal value to each individual regardless of ability or background. Within this framework, it aims to provide exceptional education and developmental outcomes to meet every pupil needs so that they can be the best that they can be. We aim for our pupils to experience success and become responsible and fulfilled members of the Academy, of the community and of the rapidly changing society around them. Our curriculum at Kingsbury is constantly evolving using our collective experience of working with unique pupils with a diverse range of needs. It is tried and tested but continues to be modified to meet the changing needs of the pupils. Staff are skilled and trained in delivering a wide variety of teaching approaches.

4. Access to information for parents / carers

Kingsbury Academy is committed to open and honest communication with families. This is achieved by:

- home-school books
- parent meetings including annual reviews, parents' evenings, academy events and opportunities to input into the Curriculum
- communication e.g. texting and emails and use of interpreters
- parental workshops
- Academy website

5. Access to specialist support on site

Kingsbury Academy provides a base and employs a range of professionals who offer advice, guidance, and support in meeting pupil's needs. These agencies include:

- Speech and Language therapist
- Access to a behavior analyst
- Access to occupational therapy

The key actions to increase accessibility for Kingsbury to the curriculum, the physical environment and to information are:

Objectives	Actions to achieve objective	Responsibility	Success criteria
<p>Review, adapt and implement an appropriate curriculum strategy for all Kingsbury - Ensuring the curriculum is skills-based, progressive and sequenced for more complex Kingsbury</p>	<p>Curriculum review to be undertaken in Autumn</p> <p>Theoretical underpinning for all staff on a range of learning difficulties including Autism & Severe Learning Difficulties</p> <p>Follow, design, implement, review framework for curriculum adaptations</p>	<p>Whole staff team</p>	<p>Completion of assessment</p> <p>Pupil progress</p> <p>Curriculum fit for purpose</p> <p>Improvement seen in lesson observations and learning walks.</p> <p>Therapies and training provided by specialist to upskill staff who will be better equipped to meet pupils' sensory needs</p>

<p>Further develop the current assessment arrangements to ensure it accurately captures meaningful data to inform planning and early interventions</p>	<p>Expand assessment to Foundation subjects</p> <p>Robust assessment policy and teacher handbook for clarification</p>		
<p>Improve the learning environment so that it is welcoming, conducive to learning and fit for purpose</p>	<p>Learning Environment focussed learning walk to inform priorities</p> <p>Learning Environment Policy & Guidance for classrooms (including labelling, working walls, displays etc.) and communal areas</p> <p>Continue to declutter, redecorate and reorganise environment</p> <p>Teachers to have class budgets to ensure classrooms and outdoor areas are sufficiently resourced</p>	<p>SLT/Teachers/SSO</p>	<p>Clear, consistent display formats seen around school. Makes the environment look engaging and provides people with insight into the pupils' learning throughout the academic year.</p>

6. Changes

Description	Date	Page	Section
Updated priorities	Dec 2021	6	