

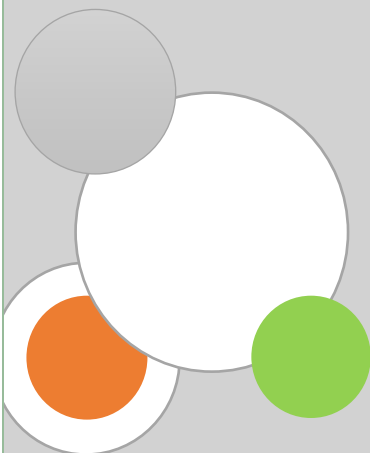
Accessibility Policy

Ratified by the Local Governing Body

Date: 08/05/2025

To be reviewed (Every 3 years):

Date: May 2028



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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities

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

2. Introduction

Kingsbury Academy is a special educational needs (SEN) school for pupils aged 5-11. The vast majority of our pupils have a diagnosis of autism spectrum conditions (ASC) including sensory impairments and communication difficulties.

Kingsbury Academy is committed to providing an environment which:

- Values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.
- Challenges attitudes about disability and accessibility within a culture of awareness, tolerance and inclusion
- Has high expectations and aspirations for all pupils
- Plans and supports pupils individual needs

The school is committed to making reasonable adjustments to allow all pupils to access educational provision.

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 and available partnerships to develop and implement the plan.

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

- Has significantly greater difficulty in learning than the majority of others of the same age

- Has a disability which prevents or hinders him/her making use of facilities that are provided for pupils of the same age.

2.2 Access to the physical environment

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

- Fully accessible toilet and changing area
- Low arousal classroom spaces
- Safe and secure outside areas.
- Specialist areas including; Sensory studio, Life skills room, PE Hall, Sensory Pod
- Playground equipment
- Forest school
- Kingsbury Gardens (Allotment Area)
- Adventure Trail

3. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 included 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 pupil with disability faces in comparison with a pupil without disabilities. This can include for example, the provision of auxiliary aid or adjustment to premises.

This policy complies with our funding agreement and articles of association.

4. Access to the academy curriculum

Kingsbury Academy strives to provide a caring and nurturing environment according to equal value to each pupil regardless of ability or background.

Withing this framework, it aims to provide exceptional education and developmental outcomes to meet pupils needs to that they can reach their full potential. We aim for our pupils to experience success and be an integral part of the Kingsbury Academy, of the community and of the rapidly changing society around them.

Our curriculum at Kingsbury Academy is constantly evolving using our collective experience of working with unique pupils with a diverse range of needs and Autism, It is tried and tested but continues to be reviewed and developed to meet the changing needs of the pupils. Staff are skilled and trained in delivering a wide variety of teaching approaches.

5. Access to information for Parents/ Carers

Kingsbury Academy is committed to open and honest communication with families. This is achieved through;

- Communications sent through Arbor.
- Patent meetings including Annual Reviews, parental consultations, academy events.
- Communication e.g., texting, emails and use of interpreter's where necessary.
- Newsletters
- Academy Website
- Home-School communication books.

6. Access to specialist support on site

Kingsbury Academy provides a base for a range of professionals who offer advice, guidance, and support in meeting individual pupils needs. Pupils may receive a referral to these services and intervention may take place on or off site. These agencies include:

- Speech, Language and Communication Therapists (SaLT)
- Educational Psychologist and/or CAMHS/Transforming Care.
- Occupational Therapist (OT)
- Sensory Circuits
- Play Therapy
- Behaviour Analyst
- School Nursing Team
- Sensory Team (HI/VI)

7. Action Plan

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

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Review, adapt and implement an appropriate curriculum for all Kingsbury pupils. Ensuring curriculum is sequenced and progressive in Explore, Aspire and Inspire Pathways.</p>	<ul style="list-style-type: none"> Curriculum in Action Reviews for all core subjects. Theoretical underpinning for all staff on a range of learning difficulties including autism. Thorough assessment of all pupils. Rosenshine's principles and best practice examples from work scrutiny and high-quality teaching is at the heart of CPD development within the school. 	<p>All subject areas undertake a CIA review.</p>	<p>Subject Leads Curriculum Lead</p>	<p>Student progress Curriculum fit for purpose Improvements seen in CIA reviews and learning walks. Training provided by specialist staff to upskill staff and develop knowledge, therefore better equipped to meet pupil needs.</p>
<p>Learning pathways are embedded, and staff have sound theoretical knowledge of the rationale behind the curriculum</p>	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils based on their current level of learning. We use tailored resources to meet the needs of pupils. Curriculum progress is tracker for all pupils. Targets are set effectively and are appropriate for pupils with additional needs. Curriculum is regularly reviewed to make sure it meets the overall needs of pupils. 	<p>Curriculum leads regularly providing CPD to staff and sharing best practice. Regularly evaluate and ensure alignment between Curriculum Pathways.</p>	<p>Curriculum Lead Subject Leads</p>	<p>Complete alignment of curriculums to enable pupils to transition between the 3 pathways.</p>

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
There is a strategic plan for intent and implementation of reading across the academy	<p>Termly assessment of reading.</p> <p>Appropriate reading interventions implemented.</p>	Implement reading action plan for the current academic year.	<p>Curriculum Lead</p> <p>English Lead</p>	Pupils access reading interventions and make significant progress.
Improve the delivery of information to students with a disability	<ul style="list-style-type: none"> • We ensure staff are confident in employing various approaches and tools to assist pupils in regulation. Continuing Professional Development on Zones of Regulation, Sensory Integration and Positive Behaviour Support. • Kingsbury Academy utilizes a range of communication methods to ensure information is accessible: <ul style="list-style-type: none"> - Internal signage - Large print resources were necessary - Symbols / pictorial representations. • Well-being passports in place for all pupils, outlining barriers and appropriate strategies. 	<p>Staff implement proactive and preventative strategies tailored to individual pupils need to mitigate sensory overload and discomfort, thereby enhancing overall wellbeing.</p> <p>Resources such as;</p> <ul style="list-style-type: none"> • Well-being passports • Sensory profiles • Individual Risk Assessment • Behaviour Support Plans <p>are effectively gathered to inform planning.</p>	<p>Behaviour Lead</p> <p>Sensory Lead</p> <p>Welfare Lead</p> <p>Communication Lead</p> <p>All staff</p>	Embed sensory circuits – sensory intervention introduced to encourage pupils to process sensory information to support wellbeing.

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
Learning environments support pupils effectively and provide optimal settings to improve engagement, interactions and learning opportunities.	<ul style="list-style-type: none"> Whole school environment walk/review regularly conducted. Learning Walks conducted with 'enabling environments' focus. 	<p>Sensory support cards for each pupil implemented. Sensory equipment is provided for pupils for different needs, pupils across the school wear ear defenders for example. Sensory tool kits are available in every classroom. Majority of classrooms have a sensory pod with Sensory equipment to complete sensory circuits.</p> <p>Kingsbury Academy provides sensory spaces (some of which are low arousal) spaces across the school such as Zen den and sensory pod as well as the sensory studio.</p> <p>Environment Audit identifies sensory needs across the school.</p>	<p>Sensory Integration Lead</p> <p>All staff</p>	Positive outcomes in self and co regulation of pupils, this is tracked through Curriculum Assessment Trackers as well as EHCP outcomes and Arbor behaviour data.

8. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Assistant Headteacher.

It will be approved by the Local Governing Body.

9. Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting students with medical conditions policy

10. Changes

Description	Date	Page	Section
Policy rewritten	May 2025	Whole document	Whole document