



Accessibility Plan

Introduction

Kingsbury Academy is a special educational needs (SEN) school for Kingsbury aged 4-11 with learning difficulties and additional needs. Over half of our pupils have autism spectrum conditions (ASC) and others have additional needs, including sensory impairment, communication difficulties and physical difficulties.

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

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

Special Educational Needs

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

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

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.

Access to information/Communication with 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, parent app and use of interpreters
- A Parent Teacher Association
- Parental workshops
- Academy website and prospectus

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
- A behavior analyst
- Occupational therapy

There is regular input into the academy from:

- Lead Co-Ordinator's

- Music therapy
- Play therapy
- Pastoral team

Some pupils at Kingsbury Academy have been identified as requiring 1:1 health care support. The following academy policies outline how the academy addresses and continues to review and improve the academy curriculum. These include:

- The aims of the academy
- SEN Information Report
- Curriculum statement
- Teaching and Learning Policy
- SEN policy
- Behaviour Policy

This plan will be monitored by the Academies trustees and published on the academy website. The School Improvement Plan is the main document which drives our practice forward and is central to the delivery of the **Academy Accessibility Plan**.

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
Review, adapt and implement an appropriate curriculum strategy for all Kingsbury - Ensuring the curriculum is skills-based, progressive and sequenced for	Full curriculum review to be undertaken in Autumn Theoretical underpinning for all staff on a range of learning difficulties including Autism & Severe Learning Difficulties – SRO	Whole staff team	Completion of assessment Pupil progress Curriculum fit for purpose Improvement seen in lesson observations and learning

more complex Kingsbury	Follow, design, implement, review framework for curriculum adaptations – SEV		walks over the Autumn Term. Therapies and training provided by specialist to upskill staff who will be better equipped to meet pupils' sensory needs
Replace the current assessment arrangements to ensure it accurately captures meaningful data to inform planning and early interventions	Seek alternative to current assessment system through research and development - SRO Establish robust assessment policy and teacher handbook for clarification SRO		
Improve the learning environment so that it is welcoming, conducive to learning and fit for purpose	Learning Environment focussed learning walk to inform priorities Establish Learning Environment Policy & Guidance for classrooms (including labelling, working walls, displays etc.) and communal areas	SLT/Teachers/SSO	Clear, consistent display formats seen around school. Makes the environment look nicer and provides people with insight into the pupils' learning throughout the academic year.

	<p>Continue to de-clutter and reorganise environment</p> <p>Teachers to submit resource 'wish-list' to ensure classrooms are sufficiently resourced</p> <p>Allocation of display monitor</p>		
<p>Ensure the further development of Kingsbury reading skills including early literacy skills development</p>	<p>Establish robust assessment of reading</p> <p>Whole school Literacy Policy to be designed, implemented and effectiveness evaluated</p> <p>Allocation of whole school Literacy lead</p>	<p>Lead Co-ordinators</p>	
<p>Develop the skills of the teaching assistant team, so that specialisms are developed in line with school priorities</p>	<p>Twilight CPD programme designed and implemented – linked to LW's and observations</p> <p>Implement TA Performance Management ensuring targets link</p>	<p>DHT/ADHT</p>	<p>Lesson Observations, Learning Walks</p> <p>TA CPD</p>

	to whole school priorities - SEV		
Design, implement and measure effectiveness of whole school communication strategy	<p>Recruit whole school communication lead</p> <p>Establish robust whole school communication strategy</p> <p>Communication focussed learning walks - schedule in annual planner</p>	SLT/Lead Co-Ordinator	Allocation of Communication Lead completed.
Design, implement and measure effectiveness of whole school sensory processing strategy	<p>Recruit whole school sensory lead</p> <p>Establish robust whole school sensory strategy</p> <p>Sensory focussed learning walks - schedule in annual planner</p>	SLT/Lead Co-Ordinator/Teacher	Allocation of Communication Lead.
Agree a framework for what	Design and implementation of holistic overview of Teaching & Learning	SLT/HT	Super 6, Lesson Observations, Learning Walks

<p>constitutes good teaching</p>	<p>Link framework with career stage expectations through Appraisal Policy leading to increased accountability</p> <p>Implement strategic approach to Professional Development, reviewing impact and effectiveness - SRO</p>		
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Date ratified:

Date Policy due to be reviewed: every 3 years

Responsible for Policy: Finance & Personnel Committee

