



Accessibility Plan

2021-2022

Version: **7th October 2021**

Ratified by the Local Governing Body

Signed by the Chair of LGB

Date: 07.10.2021

To be reviewed every 3 years

Date: 07.10.2024

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1. Introduction

- 1.1. 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.
- 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

- 3.1. 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/Communication with Parents/Carers

- 4.1. 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
 - parental workshops
 - Academy website and prospectus

5. Access to Specialist Support On Site

- 5.1. 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
- 5.2. There is regular input into the Academy from:
- Lead Coordinators
 - Music therapy

- Pastoral team

5.3. This plan will be monitored by the Academy's 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.

5.4. 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 more complex Kingsbury	Curriculum review to be undertaken in Autumn Theoretical underpinning for all staff on a range of learning difficulties including Autism & Severe Learning Difficulties Follow, design, implement, review framework for curriculum adaptations	Whole staff team	Completion of assessment Pupil progress Curriculum fit for purpose Improvement seen in lesson observations and learning walks. Therapies and training provided by specialist to upskill staff who will be better equipped to meet pupils' sensory needs

<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 de-clutter, 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>

<p>Ensure the further development of Kingsbury reading skills including early literacy skills development</p>	<p>Continue robust assessment of reading</p> <p>Whole school Literacy Policy to be reviewed and 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>CPD programme designed and implemented – linked to LW's and observations</p> <p>Performance Management ensures targets are linked to whole school priorities</p>	<p>DHT/AHT</p>	<p>Lesson Observations, Learning Walks</p> <p>CPD log</p>
<p>Continued development and evaluation of effectiveness of whole school communication strategy</p>	<p>Robust whole school communication strategies are evident across school</p> <p>Communication focussed learning walks - schedule in annual planner</p> <p>Purchase extra SALT days</p>	<p>SLT/Lead Co-Ordinator</p>	<p>Enhanced total communication environment observed across school.</p>

<p>Design, implement and measure effectiveness of whole school sensory processing strategy</p>	<p>Sensory integration audit by Occupational therapist</p> <p>Embed robust whole school sensory strategy</p> <p>Sensory focussed learning walks - schedule in annual planner</p>	<p>SLT/Lead Co-Ordinator/Teacher</p>	<p>Pupils sensory needs are routinely met</p>
<p>Agree a framework for what constitutes good teaching</p>	<p>Review and improve Teaching & Learning Super Six</p> <p>Link framework with career stage expectations through Appraisal Policy leading to increased accountability</p> <p>Use of Blue Sky approach to Professional Development, reviewing impact and effectiveness</p>	<p>SLT/HT</p>	<p>Super 6 criteria are observable in all classes. Lesson Observations, Learning Walks</p>

6. Changes

Description	Date	Page	Section
Updated priorities	September 2021	5-9	