



# Ark Kings Academy

## Accessibility Statement and Plan



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The academic year of the document	2019/2020
Acting Chair of Governors	Alistair Wilcox

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September 2019 - 2020  
**Accessibility Statement**

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils.

This Accessibility Statement complies with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005. An accessibility plan is a plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

### **Access to Premises and Facilities**

No pupil is ever prevented from physically accessing the location of any lesson at either of Ark Kings Academy teaching sites, even if this requires rewriting the school timetable. The school fulfils all duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

Currently, Ark Kings Academy is operating across two sites. Due to the age and composition of the main primary school building (Key stage 2) there is no wheelchair access to the first floor. However, wheelchair access is available to all rooms on the ground floor throughout the school, via a mobile ramp. When necessary, a timetable will be rewritten to ensure that all classes for a pupil who is unable to use the stairs are on the ground floor. There is access to the first and second floors in the main secondary school building (Year 7 – Year 11) via a lift. In the event of an emergency evacuation, personal emergency evacuation plans are written for individual pupils with physical disabilities. In the main secondary building, fire safe rooms are located on the 1<sup>st</sup> and 2<sup>nd</sup> floor. These are for the use of pupils who cannot use the stairs in the event of an emergency evacuation and have communication ports to alert emergency services of the whereabouts of staff or students using these rooms.

### **Full access to education, school trips and physical education**

Ark Kings Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

Some pupils may also have special educational needs or Disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, in these cases the SEND Code of Practice (2014) is followed.

### **Admission Arrangements for pupils with Special Educational Needs and Disabilities**

No pupil will be refused admission to school on the basis of his Special Educational Needs or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

Accessibility Plan 2019 - 2020

*Please read this Accessibility Plan in conjunction with the SEND Policy and SEND Information Report*

	Aim	How? When?
<p>Increase the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum</p>	<p>Improve classroom provision for pupils with SEND.</p> <p>Further development of support for pupils who qualify for pupil premium funding.</p> <p>SEND policy and relevant guidance from the DFE and the Code of Practice (2015) updated, understood by staff, published on website.</p> <p>On-going differentiation training and coaching via school-based staff development.</p> <p>On-going monitoring of provision and inclusion.</p> <p>Review the needs of all pupils with SEN and disabilities and ensure teachers know and understand the needs of all pupils in their class.</p> <p>Create provision to meet the needs of all pupils classified as school support and/or with a diagnosis.</p>	<p>Via staff training during 2019- 2020; via support from Inclusion Team, consisting of the Ark Birmingham Network Lead for Inclusion, SENDCos for Primary and Secondary and the pastoral team</p> <p>Via Quality First teaching, delivered by teachers. Relevant staff to monitor group data and the use of pupil premium funding to support PP pupils. Impact of interventions and support are reported on annually.</p> <p>By end of Autumn term 2019 for the 2019/2020 academic year.</p> <p>School CPD, including the Great Teacher Rubric (GTR) and teacher support programmes during 2019-2020</p> <p>This takes place on a half termly basis by the SENDCo (Primary) and Inclusion team.</p> <p>Inclusion Team and class teachers must meet the needs of all pupils identified on the provision map. The needs of pupils are discussed regularly during pupil progress meetings. To be supported and monitored by SLT and the Birmingham Network Lead for Inclusion.</p> <p>Inclusion Team to review and oversee and support class teachers where needed</p>

<p>Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school</p>	<p>Evaluate the condition of the building and make renovations and improvements where needed to provide better access to all pupils.</p> <p>Proposed construction of buildings for primary phase pupils – refurbishment to be completed Summer 2020.</p> <p>Ensure pupils who require wheelchair access are able to receive full academic provision by adjusting timetable and noncore curricular activities as appropriate.</p> <p>Ensure paving slabs, kerbs, pathways, hard areas, etc. are level and smooth to avoid trip hazards</p>	<p>On-going.</p> <p>On-going.</p> <p>Daily check of the school site for problems by the site manager, regular Health and Safety inspections.</p>
<p>Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.</p>	<p>Review all admissions literature and website to make clear our provision for pupils or visitors with SEN</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>By the end of Autumn Term 2019 for 2019/2020 academic year.</p> <p>On-going.</p>