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Accessibility Plan

PURPOSE

Ark is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years.

Date of last review:	September 2019	Author:	Head of Estates
Date of next review:	September 2020	Owner:	CFO
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Kings Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input checked="" type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Audit & compliance

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1 SETTING INFORMATION

Vision and Values

Ark Kings Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Ark Kings Academy aims to provide a rigorous and transformational education that prepares students for success at university and beyond.

Ark Kings Academy, an 11-16 school, opened in September 2012 replacing Kings Norton High School. From 1 September 2017 we became an all through academy from age 4-16 with the closure of Ark Rose Primary and expansion of Kings with KS2 and KS1 provision. We are a mixed, non-selective school, serving a challenging area of south-west Birmingham. The secondary phase moved into brand new accommodation in Easter 2017. The primary phase accommodation is being refurbished during academic year 2019/20.

Kings Norton, in South-West Birmingham, is in the highest quintile nationally for deprivation. Our academy has the highest Pupil Premium rate for all schools in England in both the Secondary and Primary phase. Child protection, mental health, domestic violence and safeguarding referrals are amongst the highest in the West Midlands. The local 'Fold Shopping Area' is under high alert police watch for gang related crime and activity.

Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

Views of Parents

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff are employed specifically because they speak community languages.

Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and student voice polling.

2 PURPOSE

Ark Kings Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to take part in the day to day life of the school and benefit from the

learning experiences we provide

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached in section 5 which relate to the three key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for Ark Kings Academy can be found in the SEN provision map.

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark Kings Academy to its students and staff.

The main priorities in Ark Kings Academy plan are as follows:

Increasing the extent to which disabled pupils can participate in the school curriculum

- Ark Kings Academy will endeavour to provide suitable access to a range of curriculum opportunities.

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- Where necessary, guidance and support will be given by the SENCO
- Ark Kings Academy to facilitate services from a range of agencies for all pupils and their families.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Excellent access to both main buildings with automatic front doors in the secondary phase and a ramp to the main doors of the primary phase.
- There is a meeting room and toilets within easy reach of the reception, so we can easily accommodate wheel chair users and visitors with reduced mobility.
- Sport facilities that are located on first and second floor in the secondary building, accessible by stair lifts. Wide double doors in the primary phase make the school hall easily accessible. All buildings have ramps to enable access for wheelchair users. This includes mobile ramps in the primary phase.
- A lift is provided in the secondary to access classrooms on the first and second floor for any students and school personnel with mobility needs.
- Ark Kings Academy (Secondary Phase) has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help.
- Ark Kings Academy (Secondary Phase) has fully equipped medical room and disabled shower facilities with grab handles for additional support and emergency cords to request help.
- Ark Kings Academy (Primary phase) has a fully equipped intimate care room.

3 PROCESS

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

4 SUMMARY

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve access for both individuals and groups.
- Provide an atmosphere where all staff and pupils feel safe and valued.
- We will achieve this by promoting understanding of disability and work to should positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability.
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning.

Improving Physical Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By Leadership and SLT focus group
Improving Curriculum Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	By DOF

Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for students. Annual audit of the ICT needs of pupils with disabilities	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	By DOF
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.	Provide annual training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	Ark Kings Academy will continue to be a fully inclusive school	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	Student Well-Being/Pastoral and First Aider team.
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of student Individual Support Plans – ISPs/PIPS. Continually review policy and procedures relating to SEND.	Improved attainment and progress for SEND students.	On- going	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets.	Inclusion, Student Well-Being team and DHT.
All out of school activities are planned to ensure the participation of SEND pupils.	Review all out of school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going	Increase in access to all school activities for all SEND pupils.	Pastoral and Enhanced Provision team.
To liaise with Local primary schools and SENAR to review potential intake for September each academic year.	To identify pupils who may need additional to or different provision for September 2019 intake.	The school will be able to put appropriate provision in place.	Autumn term 2019.	Procedures/equipment/ Ideas set in place by September 2019.	HT Enhanced Provision Team

Improving the Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Make available written material in alternative formats, if required.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	As required	Delivery of information to disabled pupils improved.	Admin Team
Make available school brochures, school newsletters and other information for parents in alternative formats, if required.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all Stakeholders.	As required	Delivery of school information to parents and the local community improved.	Admin Team
Review documentation as required with a view of ensuring accessibility for pupils with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials.	All school information available to pupils/parents with visual impairments.	As required	Delivery of school information to pupils and parents with visual difficulties improved.	Enhanced Provision Team Access to Education - Sensory Support -VI Team
Make sure disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled/designated to drop off and collect children. Arrange interpreters to communicate with deaf parents. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents.		On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education; Regular attendance at school events by parents with disabilities.	Whole school Team.