



# Ark Kings Academy

## Accessibility Statement and Plan



Principal	Roger Punton
Head of School (Primary)	Caz Brasenell
The academic year of the document	2021 - 2022
Chair of Governors	Alastair Wilcox

## 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 primary school, building work has been completed to ensure wheelchair access to the ground floor entrance and upper floor access. Wheelchair access is available to all rooms on the ground floor throughout the school, via portable ramps located at any steps. Plans are in place to make these ramps permanent and these should be completed by January 2022. When necessary, the timetable will be rewritten to ensure that all classes, for a pupil who is unable to use the stairs, are located on the ground floor. An accessible toilet and hygiene room with bed and hoist can be found on the ground floor of the primary site. Adaptations to the toilets, including grab rails, longer tap handles, longer tap spouts and step access to sink and toilets have been fitted where necessary. These will continue to be adapted around the school, to meet the needs of the pupils who access them. There is access to the first and second floors in the secondary school building 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 (SEN) 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.

For children with physical disabilities, the advice from the Physical Disability Support Services (PDSS) is followed to ensure full participation in all activities, e.g. swimming lessons or residential trips.

### 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.

Approved September 2021

Due for Review September 2022

Accessibility Plan –2021 - 22

*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 SEN.</p>	<p>Via staff training during 2021 - 22(delivered by in-house staff and specialists, such as CAT and PSS); via support from Inclusion Team, consisting of the Ark Birmingham Network Lead for Inclusion, Student Support Managers, SENDCos for Primary and Secondary and the pastoral team</p>
	<p>Further development of support for pupils who qualify for pupil premium funding.</p>	<p>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>SEN policy and relevant guidance from the DFE and the Code of Practice (2015) updated, understood by staff and published on website</p>	<p>By end of Autumn term 2021 for the 2021/22 academic year.</p>
	<p>On-going differentiation training and coaching via school-based staff development</p>	<p>School CPD and teacher support programmes during –2021 - 22</p>
	<p>On-going monitoring of teaching and inclusion</p>	<p>This takes place on a half termly basis by the Inclusion Team.</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>Inclusion Team and class teachers must meet the needs of all pupils. 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. Pupil Information Profiles to be updated termly and shared with all relevant staff.</p>
	<p>Create provision to meet the needs of all pupils classified as school support and/or with a diagnosis.</p>	<p>Inclusion Team to review, 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>Ensure pupils who require wheelchair access are able to receive full academic provision by adjusting timetable and non-core 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. Plan developed by SLT to re-locate class bases (on Primary site) to ensure those who require wheelchair access are educated on the ground floor. Ramps installed in any areas that require a change of floor level. 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 to disabled pupils of information 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 2021 for 2021 - 22 academic year.</p> <p>On-going.</p>