

ACCESSIBILTY PLAN

2023/2024



KING HAROLD
ACADEMY

Kindness • Hard work • Ambition

Aim

At King Harold Business and Enterprise Academy, we aim to create a safe, secure and happy learning environment, which recognises the contributions of motivated students who are working purposefully to achieve their potential.

Introduction

King Harold Academy ensures accessibility in terms of:

- Improving the physical environment of school to enable disabled students to take better advantage of their education, within the current scope and structure of the school buildings.
- Ensuring we have a curriculum that is accessible to all.
- Improving the availability of accessible information to all students, parents/carers and visitors

The Accessibility Plan should be read in conjunction with:

- The Equality Act (2010)

It should also be read in conjunction with the following school policies:

- Curriculum
- SEND, including Medical Needs for Students
- Safeguarding and child protection
- Anti-bullying
- Trips and visits

Purpose

To ensure accessibility in the following areas:

- Site accessibility for staff, students, parents and the community
- Access to the curriculum for students
- Access to pastoral support
- Access to information for staff, students, parents and the community

Guidelines

Site accessibility:

Responsibility for site accessibility lies jointly with the Head of School, SENCO and the Executive Business Manager, with contributions from a range of individuals within the school.

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum, and King Harold Academy aims to make all areas of the site accessible where possible.

King Harold Academy takes reasonable steps to avoid disadvantaging any student in terms of accessibility. It manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll, as well as prospective students. However, as per the Equalities



Act (2010) the school is not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments.

Where buildings cannot be adapted, changes will be made to the curriculum, typically this will mean re-rooming to accessible accommodation e.g., PALS.

Risk assessments are completed where appropriate. They are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability). Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.

The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need-to-know basis. Likewise, the medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Head of School and related staff.

There is also the provision of the following for staff and students who have reduced mobility:

- Disability parking bays
- Ramps provide access to the ground floor on A block, B block and D block which includes the canteen. PALS is located on the ground floor of A block.
- Disabled toilets (ground floor of D block)
- Adequate corridor access in terms of the width of the corridors and entrances
- Adequate lighting
- Appropriate signage, including lit escape routes and fire exits.

Access to the curriculum:

King Harold Academy ensures the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.

Appropriate training regarding SEND students is given to all staff at the start of the academic year by the SENCO and updated throughout the year. 'Me on a page' information for these students is provided to teaching staff and teaching assistants.

Written material is provided to all students in an appropriately presented format where necessary and to SEN and disabled students. This includes visual (e.g. coloured paper) pictorial and oral formats and also ensuring that classroom organisation is planned to maximise learning opportunities.

RAP meetings at both key stage 3 and 4 ensure SEND students and those in key groups, such as Pupil Premium and High Attaining students, have their progress monitored, with intervention taking place where appropriate. RAP documents should evidence the appropriate action that is taken by class teachers and Heads of Department to ensure there is access to the curriculum for these students.

Curriculum, Advanced Curriculum and extra-curricular trips are available to all students regardless of SEN or their disability. Similarly, all students have access to Work Experience in Year 10, and audit visits are carried out by the school Careers Advisor for all placement in terms of accessibility and health and safety.



Students who are internally excluded or on a fixed term exclusion are provided with work for the length of the exclusion.

In key stage 3 and 4, setting in English, Maths and Science ensures greater access to the curriculum. In Years 8 and 9 banding also takes place in all foundation subjects. The options process in Year 9 ensures access to the GCSE curriculum for all students, including those in key groups: guided choice takes place and all students who are SEND and/or Pupil Premium have individual meetings with either a member of SLT, the Head of Year 9, or the SENCO. All students have access to the EBacc basket of subjects and vocational subjects are also available.

Access to pastoral support

The lead teacher monitoring this section of the Access Plan is the Associate Deputy Headteacher, working with the Heads of Year, Pastoral Managers, Safeguarding Lead and Tutors, as well as the SENCO for SEND students and Looked After Children. Outside professionals, such as other counselling services and any multi-agency staff are also included where appropriate.

The following students in particular are identified and monitored:

- SEND students with an EHCP
- Students classified as Pupil Premium
- Looked After Children
- Children who act as young carers

Links are developed at the earliest opportunity with primary partnership schools. This facilitates the early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits).

PSHE/RSHE is delivered via a bespoke programme developed by the AHT responsible for Wellbeing. This is delivered to students by the AHT and other trained teaching staff.

Attendance is monitored daily and parents are contacted on the first day of absence. The Attendance Office along with Heads of Year liaise with pupils with lower attendance and support with the provision of work and reintegration packages.

Restorative Justice style meetings take place to resolve issues between pupils.

Exclusions are kept to a minimum – when returning from exclusion re-integration meetings take place and students go on report as a support mechanism.

Access to information

King Harold Academy aims to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Relevant documents are posted on, and may be downloaded from, the school's website, or hard copies may be requested.

Parents/students may request copies of student record files, including paper and electronic files.



Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act. Anyone requesting any information are referred to the TKAT Data Protection Policy, available to view via the school website.

Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Students have access to information by:

- The regular reporting of students' progress by written reports from teachers
- Feedback from their subject teachers (verbal and written) relating to their work completed in class, including Academic Review Days
- Reviews from enhanced monitoring through individual reports and EHC plans
- Through the school student planner
- Representation on/by Student Community Leaders.

Parents/carers have access to information by:

- The regular reporting of their child's progress by written reports from teachers
- Teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- Academic Review Days
- Year 6 information evening
- Options Evening (for students selecting their KS4 courses)
- Tutors and Heads of Year contact with parents
- The school's website
- Open mornings for parents of prospective new students
- Specific requests for information (see above)
- Through appointments with teachers e.g. SENCO
- The main school prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school.

Updated and reviewed by: Ms S Jinks

Review Date: April 2023

Date to be next reviewed: April 2024