



## Ormiston Kensington Queensmill Academy

### Accessibility Plan

The next review date : July 2026

## **WHOLE SCHOOL POLICY FOR ACCESSIBILITY (Disability Equality Scheme)**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

### **1 Principles**

- To reflect the School's aims for its students
- By the provision of a broad and balanced education, which will allow each individual, irrespective of sex or ability, to develop his or her talents to the full
- to seek the fullest spiritual, moral, physical, intellectual, social personal and cultural development of each student, including those with special educational needs and/or disability as defined by, the [Equality Act \(2010\)](#) the [Children and Families Act \(2014\)](#) Part 3 which links in to the [SEN Code of Practice \(Jan 2015\)](#) and to past legislation, including the [Disability Discrimination Act of 1995](#), the [SEN and Disability Act 2001](#) by their full access to, and participation in the richness of opportunities created within the whole school curriculum and through the guidance of a committed team of staff.
- To provide opportunities for students to experience, understand and value diversity.

The action plan sets out how the School plans to

1. Improve the physical environment of the School to enable disabled students to take better advantage of education, facilities and services provided
2. Increase the extent to which disabled students can participate in the curriculum
3. Improve the availability of the information to disabled students and their families

## Ormiston Kensington Queensmill Academy

### Section 1 - PHYSICAL ENVIRONMENT

KQ will aim to improve the physical environment of the school as necessary. Improvements to the physical environment of the school and physical aids to access education. Students' physical difficulties and sensory impairments will be taken into consideration when planning and undertaking any future improvements, such as improved access, lighting, acoustic treatment, colour schemes and increased accessible facilities. This covers reasonable adjustments to the physical environment and physical aids to access education.

### Section 2 - ACCESS TO THE CURRICULUM

Increased access to the curriculum for students with a disability, expanding the making reasonable adjustments to the curriculum as necessary to ensure that all students with a disability are as equally prepared for life as are the able bodied students. 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.

Students across the school have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- School Improvement Plan
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy

### Principal features

- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum faculties/departments and members of the SLT. Interventions at subject level are recorded and monitored.
- Progress Reviews (teachers' reports, annually) are reviewed by the Head of School; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- Data from previous settings inform differentiated classroom teaching and Learning Support interventions, together with information from parents, students and professionals.

- There are various Learning Support interventions across the school to provide a differentiated and appropriate curriculum for identified students:
- Students with medical needs, unable to access school full-time, are supported by the class teacher and family support worker to increase school access and support a blended/curriculum learning offer, where appropriate.
- Throughout KS4, and selectively for KS3 students, through whole school data and

### **Access to Pastoral support**

Students across the school have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate policies contribute to supporting these aims:

- Attendance Policy
- Supporting Students with Medical Conditions in School
- Behaviour Policy
- Special Educational Needs Policy
- Keeping Children Safe in Education

### **Principal features**

- Designated Child Protection staff on site, with developed links to Social Services and RBKC/WCC local education authority teams
- Looked After Children are identified and monitored
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by the Senior Leadership Team
- Individual Emotional Regulation Plans and Risk Assessments monitor and support students.
- LA (RBKC/WCC) Educational Psychologists closely support the work of the school with individual students, as required by their needs
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives
- Developed links with EYFS and other primary and specialist settings: early identification of individual students' needs, allowing for effective planning and support for transition into KQ.

- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students
- Attendance is monitored daily and parents are contacted on the first day of absence. Deputy Head-teacher liaises with families of pupils with lower attendance and supports with the provision of work and reintegration packages

### Section 3 – ACCESS TO INFORMATION

Kensington Queensmill aims to improve and make reasonable adjustments to the delivery of information to students, staff, parents and visitors with disabilities, ensuring information is made available in preferred formats and additional support is provided for students / parents and visitors who are unable to access written information.

#### Site Accessibility

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum - typically, this will mean re-rooming to accessible accommodation. As a school, we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The following policies support these aims:

- Facilities Development Plan, within the School Development Plan
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy
- Lettings Policy

#### Principal features

- Health and safety issues identified and addressed on a continuous basis by a range of people within school - including teachers (activities, classrooms) and senior leaders (wider learning areas), 'common areas'

(Premises Manager) and SLT in reviewing these procedures and activities

- Risk assessments 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 (PEEPS)
- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the Deputy Head-teacher, is circulated to staff in school on a need to know basis
- 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
- Outside professionals (for example, Occupational Therapists, the Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service, SEN ICT Service) support the work of the school, and the integration of specific students within mainstream classes

### **Monitoring**

This policy will be reviewed annually by the Leadership team who review school compliance against current legislation.

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In order to ensure that students with disabilities are not being disadvantaged, monitoring is seen as essential. The following areas will be reviewed by school's governing body at least annually: Admissions; Attainment; Attendance; Exclusions; Extra-Curricular Activities; Homework; Post 16 destinations; Selection and Recruitment of Staff; Governing Body Representation; Parental involvement in school life.

