

## Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Intervention programmes delivered for all learners with learning difficulties.	KWI	Resources	Sept 2021 and ongoing  Sept 2021 and ongoing	<ol style="list-style-type: none"> <li>1. Regular (weekly) intervention sessions delivered for students in English, Maths and Science.</li> <li>2. Regular (weekly) withdrawal Literacy classes delivered for identified students.</li> </ol>
Develop bespoke qualifications for learners with complex needs.	KWI	Resources Staff training - Talking Partners Ladywood training		<ol style="list-style-type: none"> <li>1. KS3 students in Malala and Nightingale to complete a Bespoke thematic curriculum during PPE time.</li> <li>2. Staff trained and resources secured.</li> </ol>

				3. Students successfully complete SLCN sessions.
Adaptations In PE and PEE in order to ensure that disabilities do not limit students full access to school-based PE lessons and competitive sports. Risk assessments updated if needed	KWI TA team PE team	Resources for sports		1. New opportunities developed for access to other sports and specialist equipment purchased if needed - liaison with OT. 2. Disabled students able to participate in competitive sports.
Provide training for staff and students on risks of extremism and radicalisation.	IUM LTI	Resources for PSHE		1. All staff complete on-line Prevent awareness module 2.. British values and extremism module introduced into PSHE curriculum.

Learning of other faiths at KS3 Religious Studies.	LFR  GRO  SBO		In place and on-going	<ol style="list-style-type: none"> <li>1. KS3 curriculum includes teaching of other faiths.</li> <li>2. Faiths and cultured discussed during bootcamp and PSHE sessions</li> </ol>
--	---------------------------	--	-----------------------	--

Provision of resources and facilities for learners with disability.	KWL  IUM  SBO  KJO  LFR  Sensory clinic  External agencies such as OT		In place and Ongoing	<ol style="list-style-type: none"> <li>1 Students with Hearing Impairment have access to appropriate equipment (e.g. hearing aids and induction loop) which is regularly checked and serviced.</li> <li>2.  Provide training for staff on supporting students with Hearing Impairment, those with Physical Difficulties and those with learning difficulties (current needs)</li> <li>3. Provide training for staff on supporting students with other needs (e.g. Visual Impairment, ASD, SEBD) as</li> </ol>
---	---	--	----------------------	---

				<p>needed</p> <ol style="list-style-type: none"><li>4. Specialist IT equipment (e.g. laptops) and/or specialist software (e.g. speech software, writing software) available for students with learning difficulties and/or physical difficulties that would benefit from them.</li><li>5. Toilets for disabled students are fully accessible and have appropriate equipment (e.g. hoists) that is regularly checked and serviced.</li><li>6. Sports and enrichment activities are accessible for disabled students</li><li>7. All classrooms and specialist labs in the new building are to be made accessible for disabled students</li></ol> <hr/> <ol style="list-style-type: none"><li>8. Access and emergency routes and exits are accessible for Students with disabilities.</li></ol>
--	--	--	--	--

				<p>9. Sustain links with Local Authority for specialist support when necessary.</p> <p>10. Ensure transport arrangements enable Disabled students to participate fully in off-site activities</p>
Ensure leadership positions in the school are accessible to students of all backgrounds.	JHO	N/A	In place and ongoing	<p>1. Monitor appointees to roles in terms of race and disability.</p> <p>2. Further develop student voice to enhance voice of SEN&amp;D students in school.</p> <p>Recruitment of Diversity coordinators</p>
Monitor recruitment processes to ensure equal opportunities for all.	IUM LTI DCR		In place and On-going	<p>1. Sustain record of all appointments in the school - recording how role was advertised and recruited.</p>

				2. Sustain record of all appointments where employee is related to a senior leader at the school –
--	--	--	--	--

				demonstrating equality of opportunity.
Sustain support for students eligible for Free School Meals.	IUM	FSM funding Resourcing	In place and ongoing	<ol style="list-style-type: none"> <li>1. Publish report into use of 'Pupil Premium' funds on website.</li> <li>2. <ul style="list-style-type: none"> <li>Monitor take up of all intervention and enrichment activities by students on FSM</li> </ul> </li> <li>3. FSM students at Kings to outperform their peers nationally in attainment, progress and attendance data.</li> </ol>

<p>Enhanced learning on equality and discrimination against people on grounds of race, gender, religious beliefs, sexual orientation and disability.</p>	<p>IUM  JHO  BJO</p>	<p>Resources</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. KS3 PHSCE curricula revised and updated</li> <li>2. Diversity lead to review inclusivity of school curriculum.</li> <li>3. Sexual exploitation and human rights modules developed and delivered training</li> </ol>
<p>Ensure students who are vulnerable receive additional transition opportunities.</p>	<p>KWI  LFR  SPA</p>	<p>Resources for activities/rewards</p>	<p>On going</p>	<ol style="list-style-type: none"> <li>1. Primary school to identify eligible students.</li> <li>2. Develop a weeklong program with new transition coordinator</li> <li>3. To offer additional walking tours and 1-1 meetings for vulnerable students</li> <li>4. Careful selection of Mill group and tutor in discussion with primary.</li> <li>5. Transition packs to be created for additional transitions eg. students joining</li> </ol>

				<p>later in the year, students isolating for Covid.</p> <p>6. Academic bootcamp to support SEMH needs and SLCN of vulnerable cohort.</p>
--	--	--	--	--

<p>Students to receive additional support to prepare cohort for everyday life and further education.</p>	<p>KWI</p> <p>LFR</p> <p>ZNA</p>	<p>Resources</p>	<p>Ongoing</p>	<p>Appointment of Career and transition coordinator.</p> <p>Students who are more vulnerable in transition into Ks4/Ks5 to complete and transition plan with SENCo as part of Annual review</p> <p>Options evening to discuss options choices.</p> <p>Alternative programmes such as ASDAN to be considered and utilised in PPE and enrichment time to prepare students with 'real life skills'</p> <p>College and university trips to be planned</p>
--	----------------------------------	------------------	----------------	---



--	--	--	--	--

**Review Date:** September 2022