

Knowsley Central School Accessibility Plan September 2023



Approved by: Daryl McConnell

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Last reviewed in: November 2023

Next review due by: September 2026



Everyone is a **Star** and can **Shine** in our Learning Community

Knowsley Central School Accessibility Plan

2023 to 2026

Section 1: Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This has some overlap with the definition of "special educational needs" in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his / her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Accordingly, Knowsley Central School has policies in place to ensure that:

- It does not treat disabled pupils less favourably;
- It takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the "reasonable adjustment" duty) in matters of admission and education.

Knowsley Central aims to offer the highest quality of teaching and learning and supports all pupils in the pursuit of academic and personal achievement. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. Accordingly, the Accessibility Plan has at its heart the principle that all staff have a collective responsibility to ensure equal treatment of all its pupils. This school will not tolerate harassment of pupils with any form of disability. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the access to information for our pupils

The table below sets out how the Knowsley Central School will achieve these aims.

Aim	Practice already in place	Actions to be taken	Completed by:	Outcomes
Increase access to the curriculum for pupils with a disability	School has a differentiated curriculum for pupils according to the pupils educational needs and stage of development. Pupils are also supported to access the curriculum through a tired approach to Communication and Occupational Therapy to ensure that pupils are regulated. The tired approach is in three stages Universal – for all	ELKLAN training to be completed by selected staff. Renew Team Teach training every 2 years. Achieve NAS Autism Accreditation Beacon status Development of seventh pathway to support pupils learning. Training for staff in Gestalt (GLP) language process	July 2024 On going Achieved 2023 on going April 2024 July 2024	The workforce is skilled to meet the needs of all the pupils in school and increase their access to the curriculum through skilled teaching and learning opportunities and the ability to foster behaviour for learning.

	<p>Targeted – pupils who require some intervention from members of school staff</p> <p>Specialist – those pupils who require additional support from Occupational Therapy of Speech and Language to engage with the curriculum.</p>	<p>Training in monotropic autism.</p>	<p>July 2024</p>	
<p>Improve and maintain access to the physical environment</p>	<p>The building is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> • Single Storey Buildings • Ramps where required • Disabled parking bays • Fobbed access to doors for safety (Allows pupils to move freely around school without fear of them existing the buildings.) 	<p>Removal of wheelchair ramp for main building As all pupils are ambulant this was causing an issues in pupils moving through the corridor.</p> <p>Re opening of ramp to Enchanted Wood building to ensure safety for all pupils</p> <p>Enhance the outdoor play areas for Willow, Maple and Juniper</p> <p>Increase visual boards for choosing activities in play areas</p> <p>Develop classroom area within the library space to increase capacity for pupil intake</p>	<p>September 2023</p> <p>July 2024</p> <p>January 2024</p> <p>September 2023</p> <p>September 2023</p>	<p>All pupils will have access to outdoor activity on a regular basis.</p> <p>The school environment will be more suited to meet the needs of our pupils.</p>

		<p>Assistant Headteachers office to become an accessible library for all pupils to access.</p> <p>To install two modular buildings one outside near Willow classroom and the other near Apple Classroom to increase the capacity of places for pupils with Educational Health Care Plans to access a specialist provision.</p>	<p>September 2023</p> <p>March 2025</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Knowsley Central School has a total communication approach.</p> <p>School uses a range of communication methods to ensure information is accessible to pupils. The methods used are closely matched to the learning of pupils. This includes:</p> <ul style="list-style-type: none"> • Spoken Language including use of IT • Key words • Widgit symbols • Objects of reference • Makaton Signs as and when appropriate. 	<p>Develop the use of communication boards both internally and externally for pupils</p> <p>To achieve the communication friendly accreditation</p>	<p>September 2023</p> <p>Reaccredited in July 2023 ongoing to maintain</p>	<p>To enable pupils to access information at their own developmental level in lessons and across the whole school environment</p>

Section 3: Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and Governing Board.

Section 4: Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Scheme
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy