



The Kings of Wessex Academy

— *Getting the best out of everyone* —

**Disability Equality Scheme and
Accessibility Plan
2016, 2017, 2018**

An Outstanding Church of England Academy

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The Kings of Wessex Academy

Accessibility Plan and Disability Equality Scheme Policy

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1. Purposes of the Accessibility Plan and Disability Equality Scheme

The Accessibility Plan sets out a framework for school activity which complied with the SEN and Disability Act 2001 and the Discrimination Act 1995. The Academy ensures that, as far as is reasonable and financially practicable to comply with the legislation contained within the Acts, to maximise access to all parts of the academy, its curriculum, as well as extra curricular activities, to all adults and potential students.

The Disability Equality Duty (DED) within the Disability Discrimination Act (1995) (Amended 2005), places on public authorities (including academies) the responsibility to deliver better disability equality outcomes. The DED requires The Kings of Wessex Academy to act proactively on disability equality issues, across the whole institution. The Academy is expected to have an anticipatory, social model approach towards disability equality. The Academy will therefore be proactive in ensuring that disabled people are treated fairly by building upon identified current good practice, together with improving participation, satisfaction, achievement and opportunities for all.

2. Definition of disability

For the purposes of this policy, disability is understood in the broadest sense and covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, people with mental health conditions or learning difficulties/disabilities.

3. Ethos, Vision & Values

The Kings of Wessex Academy is committed to a policy of equal opportunities for disabled students and staff and aims to create an environment which enables them to participate fully within the school community.

The Academy has responsibilities under the Disability Discrimination Act (1995) (Amended 2005) to ensure that it does not discriminate against either students or staff (and potential students and employees) with disabilities or in relation to the provision of its services. This policy also extends to individuals who are carrying out duties through a contract or SLA with the academy and members of the public using the academy's premises or facilities.

4. Scope of the Accessibility Plan

At The Kings of Wessex Academy we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have already achieved a lot in improving physical access to the academy buildings and in time we plan to increase the accessibility of provision for all students, staff and visitors to the academy. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- 4.1 Increase access to the curriculum, incorporating after school and out of school activities including educational visits.
- 4.2 Further improve access to the physical environment of the school.
- 4.3 Improve the delivery of written information to students, staff, parents and visitors with disabilities.

5. The General Duty of the Disability Equality Scheme

The duty requires The Kings of Wessex Academy to have due regard to:

- 5.1 Promote equality of opportunity between disabled people and other people.
The Kings of Wessex Academy will aim to ensure that disabled people have full opportunities and choices to improve the quality of their lives and be respected and included as equal members of our community.
- 5.2 Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
The Kings of Wessex School will build upon its existing duty to ensure that unlawful discrimination is eliminated by making anticipatory and reasonable adjustments in relation to its education provision and access to goods and services.
- 5.3 Promote positive attitudes towards disabled people.
The Kings of Wessex Academy will ensure that positive images of attitudes in relation to disabled people and disability equality are central to the whole institution's ethos.
- 5.5 Encourage participation by disabled people in public life.
The Kings of Wessex Academy will seek to overcome significant under-representation of disabled people within our community. It will also encourage disabled people to participate fully in the academy and local events, particularly within roles of responsibility.
- 5.5 Take steps to meet disabled people's needs, even if this requires more favourable treatment.
The Kings of Wessex Academy will recognize that equality of opportunity for disabled people cannot be achieved by simply treating disabled and non-disabled people alike. It will therefore endeavour to make reasonable adjustment and positively discriminate wherever appropriate.

6. Specific Duty – How we will meet the General Duty

This policy aims to ensure that as far as is reasonably practical:

- Applications for employment are assessed and offers made on the basis of the applicants' aptitudes, abilities and relevant qualifications. Any written information is available in alternative formats on request, e.g. large print, disc.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- Disabled students and staff have access to the appropriate support and adaptations to enable them to be fully included in academy life.
- Disabled students will not be discriminated against in the provision of services offered to other students that relate to education, including trips, leisure, or catering;
- The views of the individual student or member of staff are taken into account at all times when their requirements are being assessed.
- Members of staff working with disabled people, either as colleagues or as students, have appropriate information, training and support.
- Disabled members of the public can fully participate in public events held on premises.
- The Academy buildings are accessible and safe for disabled people.
- No student or member of staff will suffer harassment or any other form of less favourable treatment for a reason related to their disability.
- Academy policies relating to the exclusion of students shall not discriminate against any student with a disability.

7. Responsibilities

All academy staff are expected to be aware of this policy and treat disabled people, whether students, staff or members of the public in accordance with these provisions. This would include the provision of relevant training programmes. In particular the Leadership Team and Subject Leaders will be responsible for ensuring that the policy is communicated effectively and is being implemented in their area.

In addition, the SENCO is responsible for:

- Providing information and advice with regard to support for disabled students, to staff across the academy.

- Provide a service to individual students by determining support needs
- Promoting positive attitudes to disabled people through staff training and development.

The Governors have ultimate responsibility to ensure compliance with the Disability Discrimination Act (1995) (Amended 2005).

8. Reviewing/Monitoring

The Leadership Team will review this policy every three years. An assessment will be made of the effectiveness of the policy based on available data and appropriate consultation with the academy stakeholders, e.g. students, staff, governors and community groups.

THE KINGS OF WESSEX ACADEMY – ACCESSIBILITY PLAN 2016/2017/2018

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	<ol style="list-style-type: none"> 1. To ensure academy is meeting its requirements under the DDA Act 2. Use of Technology to facilitate teaching and learning for pupils with a disability 3. Visual impairment audit to be undertaken to assess academy site and any identified alterations completed 4. To install a DDA compliant accessible toilet in the vicinity of the SLU and Cowshed 5. To re-commission and safety check equipment in the therapy suite 6. Should the need arise, explore purchase of height adjustable tables to accommodate a wheelchair user 7. Explore radio link system 	<ol style="list-style-type: none"> 1. Ongoing training and awareness of any changes in legislation. Meeting with SEN Governor to discuss academy's level of compliance 2. Academy to maintain and broaden the use of Claro read or similar programme. This will allow the academy to meet the levels of support required for new exam access arrangements that allow electronic readers. Also further exploration of scribing tools and examination reading pens. 3. Get support from VI Team at County. KP and ZB to audit academy and meet with student to confirm needs and complete alterations as required 4. KP to organise during building development. 5. Team and source funding 6. Get advice from PIMS team 7. Radio links to existing hearing aid 	<ol style="list-style-type: none"> 1. Better awareness of the Act and its expectations. 2. Students will be able to more independent as they can have work read to them by the computer rather than an LSA. Exams arrangements will be implemented in full and more efficiently 3. Staff prepared to meet the needs of visually impaired student 4. Facilitate personal care and safe working practice 5. Equipment is safe to use and complies with current safety requirements 6. Tables are at the right height to facilitate learning 7. Students able to locate common frequency on their hearing aid to be able to listen to speakers at assemblies Radio aids used in assemblies where needed 	<ol style="list-style-type: none"> 1. Ongoing 2. Term 2 2016/2017 3. Term 2-3 2016/2017 4. Term 3 2016/2017 5. Term 3 2016/2017 6. Term 3 – 2016/2017 7. Term 3 – 2016/2017 	<ol style="list-style-type: none"> 1. Heightened awareness and compliance. 2. Claro read installed. 10. Main Hall and Kings Theatre have hearing loop installed
Medium Term	<ol style="list-style-type: none"> 1. Evaluate any acoustics issues which will affect those students with hearing impairment 2. To investigate the purchasing or hiring of an accessible minibus to enable students using a wheelchair to 	<ol style="list-style-type: none"> 1. Access information available through building bulletins and web sites and arrange survey/audit in Design Technology, Food Technology and Physics 1 classrooms 2. Consult with Fairlands 	<ol style="list-style-type: none"> 1. Students with hearing impairment are able to fully access the curriculum. Classroom becomes a less stressful environment for those with sensory issues 	<ol style="list-style-type: none"> 1. Term 1 2016-2017 2. Term 1 – 2016/2017 	<ol style="list-style-type: none"> All accommodation is fully compliant with acoustic requirements BB93 3. Accessible Mini bus purchased

	access school trips	Middle School who have one.	2.Student using wheelchair will be able to access the transport for a school trip		
Medium Term	3.Conduct audit of academy web site and other sources of information to ensure they allow people with disabilities to access them	3.Conduct a focus group with these groups to get feedback on how well these aspects are working	3.Information available in suitable formats for as many people as possible	Term 1 – 2017/2018	
Medium Term	4.To ensure that the new Astro turf has a DDA compliant ramp for accessible access	4. Consult contractors developing Astro turf. KP to ensure that the access is DDA compliant.	4. Wheel chair users or those unable to use stairs will be able to access the Astro turf.	Term 1 2017/2018	
Long Term	1.To continue improving the academy’s physical environment to facilitate wheelchair access. 2.To explore the value of using laptop facilities for all students as any student can now use a laptop for exams if it is their normal way of working. This would reduce the feelings of being different for students currently using assistive technology experience	1.The academy makes itself aware of funding available from the DFE and Education Funding Agency 2.Explore effectiveness in other similar schools. Continue to research software and hardware	1.To secure capital funding from the DFE to implement SEN adaptations to facilitate access for wheelchair users to first floor Business Studies and 6 th form block 2.Full advantage taken of the benefits from technology in lessons and public exams	Term 3 1.2013/2014 2. 2013/2014	Physical accessibility of academy increased

November 2016