

Koinonia Federation



Accessibility Plan 2024-2027

“Do unto others, as you would have them do unto you.”
Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Purpose of Plan: We are an inclusive Federation. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how our schools intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of disability: 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](#). The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan has been written in compliance with current legislation and requirements relating to the Disability Discrimination Act 1995 and Equality Act of 2010. A person has a disability 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 carry out normal day-to-day activities.

Key Aims:

To ensure students and staff with a disability have:

- total access to our school's environments, curriculum and information
- full participation in the school community

Principles:

- Compliance with the Equality Act is consistent with our Federation's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- In performing their duties governors have regard to the Equality Act 2010
- Our Federation:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The Federation provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled students to the school curriculum

- Ensure all students are able to access day and residential visits, including local, further afield in the UK and visits to other countries
- Ensure all teachers and support staff are able to meet the needs of pupils with disabilities through effective differentiation of the curriculum
- Ensure that students have timely access to any additional support needed by the school or external agencies
- Ensure the new curriculums are fully accessible to all learners
- Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies
- Investment in TA training cycle to continue to raise the awareness of SEN/Disabilities
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.
- Analysing extra-curricular provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.
- Improve SEN Pupil Voice
- Put in place appropriate access arrangements as entitled for any assessments including KS2 SATs, Phonics, GCSEs, A levels, BTECs etc.

<p>To ensure we hear the pupil voice of those children with SEN/disabilities</p> <p>To review patterns of participation in after school clubs for children with SEND</p> <p>Ensure that all students and staff feel comfortable and safe moving around their school buildings</p>	<p>For all pupils with a disability to have a transition passport when they move to a new class/year group</p>	Inclusion team	<p>their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.</p>	<p>Annually/as students arrive at the school</p>
	<p>1:1 meetings with students/staff who have disabilities to gain pupil voice about their experiences (where appropriate)</p>			
	<p>Analysing extended school provision to ensure participation for children with SEND</p> <p>Adjusting entry and dismissal times as needed so that students can have additional time and less crowded spaces to move around the buildings.</p>	<p>Co-curriculum team</p> <p>HSLWs</p> <p>Inclusion team</p> <p>SLT</p>	<p>Report shows that children with SEN are well-represented in after-school provision</p>	<p>Termly</p> <p>As needed</p>

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
<p>Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary</p>	<p>Walkways around the schools are kept clear of hazards and the campuses will clearly signpost visitors, pupils and parents to where they need to be.</p>	<p>Premises staff and SLT</p>	<p>For all pupils and staff to be able to move around outside the building easily and safely</p>	<p>Ongoing</p>
	<p>Look at improving signage for different year groups collection points (including arrows to show direction or other visual pictorial aides.)</p>	<p>SLT and governors and premises staff</p>	<p>Clear, well displayed signage is available and the school is accessible for all.</p>	<p>Ongoing</p>
	<p>When teachers plan visits, ensure that pre-visits take into account any disabilities of the</p>	<p>Teachers</p>	<p>For residential visits, extra thought and consideration will have to take place.</p>	

<p>Ensure all students and staff are able to access day and residential visits, including local, further afield in the UK and visits to other countries</p> <p>Ensure that students have timely access to any additional support needed by the school or external agencies</p> <p>Put in place appropriate access arrangements as entitled for any assessments including KS2 SATs, Phonics, GCSEs etc</p> <p>Ensure all teachers and support staff are able to meet the needs of pupils with disabilities through effective differentiation of the curriculum</p>	<p>students e.g. hearing loop, wheel chair access, transport options etc</p> <p>Care plans, Medical plans and other relevant documentation to be up to date and reviewed regularly.</p> <p>To build/install a sensory room at CC so that all campuses have a sensory space.</p> <p>SENCOs to liaise with external agencies and ensure relevant support is given e.g. O/T</p> <p>SLT to organise and plan for support staff to work alongside students that need extra adult support.</p> <p>Leaders in charge of assessments to liaise with SENCOs and Exam officers to ensure appropriate access arrangements or exemptions are in place. To ensure that deadlines and applications are made on time. To ensure that parents are consulted as needed.</p> <p>Teacher planning to take account of individual needs and plan activities that are relevant and accessible to all students in the class</p> <p>SENCOs to give suggestions and support teachers if advice is needed</p> <p>Planning and outcomes to be monitored to ensure students are making expected progress appropriate to their needs</p>	<p>SLT/SENCO</p> <p>Premises /Exec Co HT</p> <p>SLT Subject Leads</p> <p>Exam Officer</p> <p>Teachers</p> <p>Subject leads/teachers</p>	<p>Discussions with parents regarding suitability and any medical needs linked to the disability</p> <p>Sensory room built and being used by students</p> <p>Access arrangements have to be made at various times throughout the year for the different tests and exams</p>	<p>Ongoing</p> <p>Start of each academic year</p> <p>Ready for Sep 2024</p> <p>Ongoing</p>
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ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED STUDENTS AND OTHER STAKEHOLDERS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
<p>Improve the delivery of information to students with a disability</p> <p>Ensure that written information that is normally provided by our schools to its staff, students and families is available to all. This include handouts, timetables, textbooks and information about school events.</p>	<p>Ensure the efficient use of visual resources</p> <p>To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.</p> <p>Social Stories to be used as necessary to aid children’s transitions and as required at other times</p> <p>Admin staff to produce/send information out to families and students in a format that can be accessed by all. E.g. note on file if a parent has a hearing impairment to use a written method of contact, if a parent has a learning disability, school to ensure that support adults for family receive the information.</p> <p>Students who need large print/coloured paper copies to be provided as and when information is given out.</p> <p>Staff to given written information that is fully accessible e.g. enlarged copies of memos/any paper copies</p> <p>Continue to review the website layout and gather feedback to ensure that it is accessible to all e.g. information is easy to find and the website can be easily navigated</p>	<p>Teachers/SENC O</p> <p>Classteachers/S ENCO</p> <p>Classteachers/S ENCO</p> <p>Admin team</p> <p>Teachers</p> <p>SLT</p>	<p>Pupils will be able to communicate their wants and needs.</p> <p>Pupils will be supported in their language development.</p> <p>Pupils will be supported during times of change.</p> <p>Arbor has up to date information that is relevant and helpful</p>	<p>Termly</p> <p>As and when students start</p> <p>Ongoing</p>

Ensure the Federation website is accessible to all		Exec Co HTs Website workers		
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