

Koinonia Federation



Accessibility Plan 2020-2023

**“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: 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 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
- Put in place appropriate access arrangements as entitled for any assessments including KS2 SATs, Phonics, GCSEs etc

Improving access to the physical environment of the schools

Both St Mary Magdalene school buildings have been re-built/built within the last ten years. All areas of the environment are fully accessible except 2 small roof terraces (staffroom terrace at Woolwich campus and the primary terrace at Peninsula) where ramps are needed for wheelchair access. Both buildings have lifts.

Christ Church school is an older Victorian building on three floors. It does not have a lift. Only the ground floor is accessible to all.

- Ensure all indoor and outdoor learning and social spaces are organised to promote the participation and independence for students
- Ensure that all students feel comfortable and safe moving around their school buildings

Improving the delivery of written information to disabled students/parents

- Ensure that written information that is normally provided by our schools to its students and families is available to all. This include handouts, timetables, textbooks and information about school events.
- Ensure the Federation website is accessible to all.
- Raise the awareness of adults working at and for the Federation on the importance of effective communication systems.

Financial Planning and control

The Executive Co-headteachers, SLT and the Business committee will review the financial implications of the accessibility plan as part of the normal budget review process.

| Access to the physical environment | | | | | |
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| Accessibility Outcome | Actions to ensure outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Ensure all indoor and outdoor learning and social spaces are organised to promote the participation and independence for students | CC Community garden and Forest school – consider how a wheelchair user could access more of these two areas independently (if appropriate) | SLT & lead gardener | M | summer 2021 | As the timetable changes for students and staff, ensure all areas are accessible and premises staff to support any movement of furniture. Due to CO-VID restrictions, classroom layout is not as desired and moving around the room is not permitted. |
| | ALL As and when needed ensure that classroom layout of furniture allows for access for student users with disabilities (currently two wheelchair users in the secondary phase at St MM Pen) Ensure the dining spaces are suitable for wheelchair access | SLT SENCO Teachers | S | on-going | |
| | Ensure that students with disabilities are able to fully access the areas of the school that they want to for social time | SLT SENCO | S S | on-going on-going | |
| Ensure that all students and staff feel comfortable and safe moving around their school buildings | ALL 1:1 meetings with students/staff who have disabilities to gain pupil voice about their experiences (where appropriate) Adjusting entry and dismissal times as needed so that students can have additional time and less crowded spaces to move around the buildings. | SENCO/SLT SLT | M | As and when students join/ review annually | |

| Access to the curriculum | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| 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 | When teachers plan visits, ensure that pre-visits take into account any disabilities of the students e.g. hearing loop, wheel chair access, transport options etc | teachers | S | As and when visits are planned | For residential visits, extra thought and consideration will have to take place. Discussions with parents regarding suitability and any medical needs linked to the disability |
| Ensure all teachers and support staff are able to meet the needs of pupils with disabilities through effective differentiation of the curriculum | Teacher planning to take account of individual needs and plan activities that are relevant and accessible to all students in the class SENCOs to give suggestions and support teachers if advice is needed Planning and outcomes to be monitored to ensure students are making expected progress appropriate to their needs | teachers SLT SENCOs | M | on-going | Although this does happen, each year teachers gain new students and students with disabilities move into the next classes. Staff have to be trained and may need support with planning from a hearing impairment to a physical movement disability |
| Ensure that students have timely access to any additional support needed by the school or external agencies | Care plans, Medical plans and other relevant documentation to be up to date and reviewed regularly. SENCOs to liaise with external agencies and ensure relevant support is given e.g. O/T SLT to organise and plan for support staff to work alongside students that need extra adult support | SLT SENCOs | M | start of each academic year | |
| Put in place appropriate access arrangements as entitled for any assessments including KS2 SATs, Phonics, GCSEs etc | 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. | SLT subject leads Exam officer | S | On-going | Access arrangements have to be made at various times throughout the year for the different tests and exams |

| Access to information advice and guidance | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| 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. | 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. Students who need large print/coloured paper copies to be provided as and when information is given out Staff to given written information that is fully accessible e.g. enlarged copies of memos/any paper copies | Admin team teachers SLT | L | Each school to have a list by summer 2021 | Each school to have a list by summer 2021 which will be updated as new students join |
| Ensure the Federation website is accessible to all | 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 | Campus leads Ex Co HTs | M | Review each time there is a significant update | Website is fairly new and this has been taken into account but as more information is put up e.g. 6 th from we will evaluate that it continues to be accessible |
| Raise the awareness of adults working at and for the Federation on the importance of effective communication systems. | For students with disabilities – staff must know how best to communicate with them and what information they need Staff need to know how and when to communicate with families of students with disabilities | SLT to ensure all relevant staff know and responsible for organising the collation of information | M | on-going | |