



Accessibility Policy & Plan September 2024 – August 2027

Policy Statement

This Accessibility Policy statement is based on the belief on equality and inclusiveness for all. Kensington Wade is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability to developing a culture of awareness, celebration and inclusion.

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](#). It is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2014 (SEND). It draws on the guidance set out in Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils issued by the DfES in July 2002.

The Plan also takes into account The Children and Families Act 2014, SEND Code of practice: 0 to 25 years and the Department for Education (DfE) guidance for schools on the Equality Act 2010

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.

Definition

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.

Aims

The Equality Act 2010 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services. Kensington Wade recognises its duties under the Equality Act 2010 and aims to adopt a positive approach to reducing and, where possible, eliminating, barriers to access in

terms of admissions, the curriculum, both the taught and the wider curriculum, associated services, including after-school care and extra-curricular activities, behaviour and discipline policies and the premises.

Accommodation at Melcombe Primary School

Kensington Wade is housed in a self-contained ground floor Early Years unit and on the third floor of Melcombe Primary School, in a building dating from the 1901. The building is situated on the Fulham Palace Road and has four levels and nine sets of steps / flights of stairs. Major building work would be required before the building could successfully meet the needs of pupils in wheelchairs or those with severe problems on all levels. However, no current Kensington Wade pupils or staff are disabled and therefore the education of the children is not adversely affected by this location.

Accessibility Policy and Three-Year Accessibility Plan

The Accessibility Plan is subject to a three-yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils (including those with special educational needs) and progress in implementing the plan.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan is agreed with pupils and parents when deemed necessary/appropriate.

The school has adopted this plan as a constructive approach to ensure that it does all that is reasonably practical to enable disabled pupils and prospective pupils full access to the educational services it provides.

This strategy covers the following areas:-

1. Improvements in access to the curriculum.
2. Improvements in the delivery of information to disabled pupils.
3. Physical improvements to increase access to education and associated services.

1. Improvements in Access to the Curriculum

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- identifying and modifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

Curriculum access is addressed on a case-by-case basis. The school encourages the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and also after admission. It is also the case that school is aware of occasional access needs or restrictions on movement. This is provided for by an assessment of need by the Head with advice from relevant professionals then lesson locations and facilities are adjusted accordingly. This discussion leads to an evaluation based around the following headings:

Target	Strategy	Outcome	Achievement	Timescale
All out-of-school activities including school trips are planned and risk assessed to ensure safety of the pupils. Risk assessments are reassessed after the event to see whether future assessments need	Review all out-of-school provision to ensure compliance with legislation and to ensure access available to pupils with disabilities.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Increase in access to all school activities for all disabled pupils.	From January 2025
Classrooms are optimally organised to promote the participation and independence of the pupil.	Implement a preferred layout of furniture/ equipment to support the learning process in individual class bases. Involve pupils in the decision-making where possible.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Increase in access to the curriculum.	Ongoing
Training for awareness raising of disability issues.	Provide training for proprietors, governors, staff, pupils and parents. Discuss perception of issues to determine the current status of school	Whole school community aware of issues relating to access.	Society will benefit by more inclusive school.	From September 2024 Whole school SALT training April 2025
Research and develop other alternatives for access reading in English based around foundational concepts				Research to begin in January 2025

Develop Kensington Wade's version of the new withdrawn P Levels				
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2. Improving the delivery of information to disabled pupils

Target	Strategy	Outcome	Achievement	Timescale
Availability of written material in alternative formats. Provide coloured overlays	The school will make itself aware of the services available through the LA/other external organisations for converting written information into alternative	The school will be able to provide written information in different formats when required for individual purposes (including Chinese)	Delivery of information to pupils with disabilities improved.	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats and languages for those that require it.	All school information available for all.	Delivery of school information to parents and the local community improved.	When required
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Seek advice from external organisations regarding alternative formats and use of IT software to produce customised materials.	All school information available for all.	Delivery of school information to pupils & parents with visual impairments improved.	When required

Improve access to information provided for those with hearing impairments.	Seek advice from Melcombe Primary School and external organisations regarding alternative methods available. Liaise with pupil to determine specific requirements. Provide equipment such as hearing loops to facilitate access in all areas of the	Improved access to information for pupils, parents and visitors with hearing impairments.	Delivery of school information to pupils & parents with hearing impairments improved.	When required
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses including disability etiquette training.	Awareness of target group raised.	School is more effective in meeting the needs of pupils, parents and visitors with disabilities.	Ongoing

3. Physical improvements to increase access to education and associated services

The school will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to access the curriculum for disabled pupils. In addition the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled.

The School will work with Melcombe Primary School to audit and review the school's facilities and access for disabled staff and pupils. Kensington Wade currently has no children or staff with mobility issues and if these occur, access to the curriculum, premises and delivery of information will be addressed on an individual basis.

The school encourages the parents of those for whom special access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and also after admission. An individual risk assessment is created alongside a Personal Emergency Evacuation Plan where required, both of which are discussed with the pupil's parents and the pupil.

Target	Strategy	Outcome	Achievement	Timescale
Improve	Review current level of signage and update in line with guidance and specific access audit plan	Improved signage across the school site, improved access to the school environment for pupils	Improved accessibility for all disabled persons who use the school site including pupils, staff, parents and visitors	September 2023
Continue to ensure that individual risk assessments and PEEPs are provided for pupils with disabilities Stair lift	To ensure compliance with legislation and to ensure access available to pupils with disabilities.	Improved accessibility to the school environment for pupils with disabilities. Awareness of staff of the specific needs of the pupil.	Access to all school areas for all disabled pupils where possible and alternative provision in the event that an area cannot be accessed due to the physical nature of the sites.	Ongoing
Ensure that the accessibility plan for the school is reviewed annually and particularly before refurbishments are undertaken to ensure that actions identified can be considered and undertaken as part of the refurbishments	To ensure compliance with legislation and to ensure access available to pupils with disabilities both those who may join the school in the future	Improved accessibility to the school environment for pupils with disabilities	Improved accessibility for all disabled persons who use the school site including pupils, staff, parents and visitors	Annually in August

Raise the awareness of adults working at and for the school regarding access requirements for different types of	Arrange training courses including disability etiquette training	Whole school community aware of issues relating to access	School is more effective in meeting the needs of pupils, parents and visitors with disabilities.	Ongoing
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Admissions and Curriculum:

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a substantial disadvantage (the reasonable adjustment duty) in matters of admission and education. The school will ensure that families, for whom English is an additional language, have access to materials about Kensington Wade and the curriculum translated into their languages, where appropriate and where feasible within practical and budgetary constraints. We will ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups.

Behaviour and discipline:

The school sets out in its Code of Conduct and Behaviour Policy the expectation that students respect differences between people. Sensitivity and respect are fostered and reinforced between staff and students and amongst students, through our general ethos, and in our comprehensive PSHE and Relationships Education programmes. The school acts promptly to investigate and if necessary act on any claims of discrimination.

Roles and Responsibilities

The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the school. Specific responsibilities include:

- Head
 - Monitoring and evaluating the effectiveness of the Policy with regard to employment and admissions
 - Should the need arise developing and monitoring of Action Plan arising out of the Policy
 - Ensuring that training in equal opportunities work is available to all members of staff
 - Liaising with Melcombe Primary School to ensure this plan relates to their Accessibility Policy

The following policies / documents support Kensington Wade in its development of an Accessibility Plan:

Equal Opportunities Policy, SEND Policy, Anti-Bullying Policy; Admissions Policy.

September HM 2024

Review August 2025