



School Accessibility Plan

Date of Last Review: January 2024

Reviewed by: R Fawcett, Operations Manager and V Roberts, College Director for Inclusion

Agreed by Governors: 7th February 2024

Frequency of Review: Every three years

Date of Next Review: January 2027



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Aims

- 1 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 pupils with disabilities can participate in the curriculum
 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to pupils with disabilities.
- 2 Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 3 President Kennedy School is located on the northern edge of the city and serves a relatively disadvantaged community. It is situated within Coventry Local Authority. Some of our students live in the Warwickshire Local Authority area and are able to access services provided by them.
- 4 The school currently has 1829 students on roll and proudly reflects the diversity of the city's population; approximately 65.8% of the school's intake is from ethnic minority communities.
- 5 The school's percentage of students eligible for free school meals and EAL is higher than the national average.
- 6 For the academic year 2023/2024, the school admitted 76 students with Special Educational Needs or Disabilities (SEND). This represents 24.6% of the total year group.
- 7 In total, there are 359 students on the SEND register from Years 7 to 13. Of those with SEND, approximately 2.6% have Education Health Care Plans.
- 8 President Kennedy School welcomes all learners and is committed to providing an appropriate curriculum which will allow all students the opportunities to succeed and reach the highest level of both academic and personal achievement. Where students have been identified as having additional needs, prompt steps will be taken to prevent those needs becoming a barrier to learning. Through this positive action, the school believes that all students, regardless of age, gender, ethnicity, special needs, prior attainment, and background will receive their entitlement to make progress and fulfil their potential.
- 9 President Kennedy School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow these students to fully participate in the activities provided by the school. This is supported by our ongoing commitment to improve our facilities and access.
- 10 At President Kennedy School, everything we do is underpinned by our three values:
 - Students First – all staff, governors and parents totally focused upon the education of all our students.
 - It's about learning – students, all staff, governors and parents totally focused upon developing and improving the learning of students underpinned by harmonious and trusting relationships.
 - No Barriers – no excuses, only support, to ensure students, all staff, governors and parents maximise the academic achievement of students whilst enabling them to develop and flourish as well-rounded individuals.

- 11 Support is provided for students with physical needs, including those with visual or hearing impairment and for those who use a wheelchair. Our Special Educational Needs Coordinator regularly liaises with the Coventry Authority SEND Support Team, and a range of external specialists to gain advice for the school and teachers and support staff who engage in face to face work with students, regarding specific students.
- 12 The school has set the following priorities for the development of information and data to support the school's accessibility plan:
 - to ensure that staff are provided with appropriate information and resources to enable them to understand and address the individual needs of all students;
 - to continue to quality assure that all pupils receive consistently high provision across the school and to continually review provision.
 - to continue to involve families and external agencies in specific cases, to ensure a comprehensive and well-informed approach;
 - to offer training, both in-house and external, on specific as well as general issues;
 - to maintain a strong and well-trained Inclusion team, capable of supporting individuals and groups of students;
 - to maintain links with Primary Schools to promote information sharing and good practice.
- 13 The school has set the following priorities in respect of consultation on the plan:
 - to continue to seek the views of students, staff, Governors, parents and external support agencies in the furtherance and delivery of this plan;
 - to seek timely advice and updates from our MAT, The Futures Trust and our Local Authority.
 - To ensure that we are responsive to the national landscape and legislation.
- 14 This plan will also be updated as needed in line with the annual updates of the School Special Educational Needs Policy and School SEN Information Report.
- 15 The plan will be made available online on the school website, and paper copies are available upon request.
- 16 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 17 The school supports any available partnerships to develop and implement the plan. We currently work in partnership with Coventry Local Authority Secondary Schools Partnership and the Futures Trust.
- 18 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.
- 19 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

- 20 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](#).
- 21 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.
- 22 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.
- 23 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil 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.
- 24 This policy complies with our funding agreement and articles of association.

Action plan

25 This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> Our school offers a differentiated broad and balanced curriculum for all students We use resources tailored to the needs of students who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all students, including those with a disability Targets are set effectively and are appropriate for students with additional needs 	<p>To ensure SEND students access an aspirational curriculum, supported by varied enrichment opportunities to ensure that SEND data is in line with non-SEND data</p> <p>To ensure that SEND students have a positive destination</p>	<p>Targeted interventions in numeracy/literacy in place across all year groups</p> <p>Staff utilize Pupil Profiles to inform Wave 1 provision</p> <p>Pupil Profiles are reviewed x3 per year [once per term] with parental involvement to review and set targets</p> <p>3Cs (Context, Cognition & Check-ins) CPD for whole staff once per half term – this is then used to inform weekly DESP meetings (within subjects).</p> <p>Bespoke timetables are used to respond to identified needs</p> <p>Seating plans show clear consideration for access needs</p> <p>Alternative provision meets the needs of targeted students and is constantly reviewed in its effectiveness</p> <p>Subject learning journeys/curriculum maps are aspirational for all students, with clear</p>	<p>College Teams</p> <p>Subject Leaders/AHT*</p> <p>AHT/Hub Curriculum Lead</p> <p>Leadership/AHT</p> <p>College Directors</p> <p>Teaching staff</p> <p>Family Pastoral Lead/Inclusion Lead</p> <p>Subject Leaders</p>	<p>Half termly</p> <p>Ongoing</p> <p>Once per term</p> <p>Half termly</p> <p>When required</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>

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	<ul style="list-style-type: none"> The curriculum is reviewed to make sure it meets the needs of all students The school has an Exams Policy, Access Arrangements Policy and Word Processor Policy (Exams) in place, which note how all students can access public examinations. 		<p>differentiation in place to raise students to meet these aspirations</p> <p>Subjects undertake a half termly SEND focus for work scrutiny, learning walks and student voice</p> <p>Inclusion team work with parents to review and develop school provision for SEND learners through Parental partnership meetings [x3 per year]</p> <p>Family Hub works with parents/carers to ensure right support is in place for families that might otherwise have become a barrier</p> <p>Apollo is used for students who are most at risk and vulnerable to raise attendance, attainment and mental wellbeing</p> <p>Hub support works alongside subject delivery</p> <p>SEND data is a priority at OB2L and RAP meetings, and forms part of the discussion around year group reporting</p> <p>SEND transition evenings for year 6 into 7 in the summer term</p> <p>A member of Year 7 college visits each Year 6 SEND student as part of the transition process</p> <p>SEND coffee mornings for parents throughout the year</p>	<p>Subject Leaders</p> <p>Inclusion Lead</p> <p>Family Pastoral Leader</p> <p>Inclusion Lead</p> <p>College Teams</p> <p>SENCO/Bridge College Director</p> <p>Literacy Lead/Bridge College Director</p> <p>Inclusion Leader</p> <p>SEND Administrator/Inclusion Lead</p>	<p>Half termly</p> <p>Once per term</p> <p>When required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer Term</p> <p>Summer Term</p> <p>Ongoing</p> <p>Ongoing</p>



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			<p>Prompt and effective referrals are made to external agencies to ensure students are given the correct wrap around support</p> <p>Assistant Headteacher for SEND meets termly with SEND Governor</p>	<p>AHT (SEND)</p> <p>*AHT= Assistant Head teacher</p>	<p>Termly</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors as required. This includes:</p> <ul style="list-style-type: none"> • Flat ingress and egress to school buildings • Lifts in both the main school building and Post 16 block • Corridor width • Designated disabled parking bays (for blue badge holders) • Designated parking permit bays for staff requiring close parking as a reasonable adjustment • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All teaching (except for PE) for Years 7-11 takes place within one building • Provision of height-adjustable furniture in Food Technology for the inclusion of students in wheelchairs • Disability accessible path between school site and the 3G pitch and Sky 	<p>To provide a teaching and learning and working environment that is accessible to all students, staff and visitors</p>	<p>To regularly review and maintain equipment and site to ensure provision is met.</p>	<p>Facilities Manager Operations Manager</p>	<p>Ongoing</p>
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	Blues in The Community pavilion.				
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	Individual communication barriers are effectively planned for, to enable and encourage the engagement of all stakeholders and further strengthen the home/school partnership	<p>Class Charts used as a source of communication between school and home</p> <p>Screen filters provided and used as outlined within Pupil Profiles</p> <p>All rooms are signposted, including with braille</p> <p>SEND reviews x3 a year to provide clear and consistent communication between school and home</p> <p>Weekly newsletter from the school</p>	<p>AHT</p> <p>Inclusion Lead/Teaching Staff</p> <p>Site Services</p> <p>AHT/Hub Curriculum Lead</p> <p>Admin Team</p>	<p>Ongoing</p> <p>When required</p> <p>Ongoing</p> <p>Once per term</p> <p>Weekly</p>

<p>To ensure a safe and efficient evacuation of the school in emergency situations.</p>	<p>The school has a number of measures for relevant individuals. These include:</p> <ul style="list-style-type: none"> • Production of PEEPs, Risk Assessments or Individual Healthcare Plans reflecting individual needs conducted where necessary. • Provision of relevant equipment, e.g. evacuation chairs located at staircases. • Training for individuals in need of support, and those staff who will be expected to support them. Training to be done on use of evacuation equipment and information sharing of PEEPs. • Practice evacuations with relevant individuals • The school has a specific emergency evacuation procedure in place in the event of public examinations taking place. • There is a different evacuation route for 	<p>To ensure all individuals with particular needs or difficulties have an emergency plan in place and are able to safely evacuate the school buildings when necessary, including during public examinations.</p>	<ul style="list-style-type: none"> • School staff to refer any temporary PEEP requirements (e.g. individuals with a temporary use of crutches/air boot, etc.) immediately to the Facilities or Operations Manager • PEEPs to be regularly reviewed • The MUGA to have assembly point signage in place to support the emergency evacuation procedures for public examinations. 	<p>College Teams</p> <p>Facilities Manager/ Operations Manager</p> <p>Facilities Manager/ Operations Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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	students with a PEEP undertaking public examinations.				

Monitoring arrangements

- 26 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
- 27 It will be approved by the Local Governing Body.

Links with other policies

- 28 This accessibility plan is linked to the following policies and documents:
- Health and Safety Policy
 - Equality Policy
 - Special educational needs (SEN) information report
 - SEN and Disability Policy
 - Supporting Students with Medical Conditions Policy
 - Fire and Emergency Safety Policy.