



# Queen Katharine Academy

Queen Katharine Academy  
Mountsteven Avenue  
Walton  
Peterborough  
PE4 6HX  
e: [info@qka.education](mailto:info@qka.education)  
w: [www.qka.education](http://www.qka.education)  
Tel: 01733 383888  
Fax: 01733 383871

Accessibility Plan Policy	
Reviewing by:	QKA Academy Committee
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Responsible Officer / Member of Staff :	Name - Mrs Jean Bloye Role – SEND Co-ordinator

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## 1. Aims

Under the Equality Act 2010 Queen Katharine Academy is required to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to ensuring equal treatment of all our students, parents/carers, employees and all others involved in the academy community and endeavor to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery.

Our vision is 'To be an inclusive centre of educational excellence' and we strive to promote maximum achievement and attainment for all young people, including those with SEN and / or disabilities because 'All children deserve a good education, with staff in academies giving them the confidence, self-belief and teaching that they need to fulfil their potential.' (DfE, 2011:65)

We, therefore:

- Recognise the needs and aspirations of each individual, taking into account the views of students with SEND,
- Facilitate access to a broad, balanced and relevant curriculum for all students,
- Act in consideration to the letter and spirit of the SEND Code of Practice;
- Develop effective communication and working partnerships with carers and external agencies, acquiring specialist support when appropriate,
- Tailor the environment to meet student needs and provide suitable and adequate resources.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The

academy also supports any available partnerships to develop and implement the plan.

Information about the Peterborough Local Offer can be found at:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

The needs of a range of stakeholders have been considered in the development of this accessibility plan, including students, parents/carers, staff and visitors.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for academies on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 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.

Academics 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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for students with a disability	Queen Katharine Academy offers a differentiated curriculum for all students.	Short term	In place	SENDCo	Complete	All items to be audited by the designated SLT member with overall responsibility for Teaching, Learning and Assessment.
	Identification of SEND through close liaison with Primary Academics and appropriate assessment mechanisms, supported by strategy sheets and one-page profiles	Short term	Increase availability of documents to 100% SEND students	SENDCo	April 2019	
	Resources and equipment are tailored to meet the needs of students who require support to access the curriculum.	Short term	Generally in place	SENDCo	July 2019	
	Curriculum resources include examples of people with disabilities.	Short / medium term	Generally in place	Subject Leaders	July 2019	
		Short term	In place		Ongoing/	

	Curriculum progress is tracked for all students, including those with a disability.	Short term	As required	SENDCo and Subject Leaders	Termly	
	Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables. Appropriate attainment indicators are set effectively and aspirational targets agreed for all students, including those with additional needs.	Short term	As required	SENDCo	Ongoing	
	The curriculum is reviewed to ensure it meets the needs of all students.	Short / medium term	As required	Subject Leaders	Termly	
	Appropriate reasonable adjustments, which constitute a 'normal way of working' are discussed with staff in order for exam access arrangements to be identified and applications made for public examinations.	Short term	As required	SLT	Annually	
	Specialist advice from other professionals (e.g. Speech	Short term	As required	SENDCo	Ongoing up to February each year	
				SENDCo	As required	

	<p>and language therapist, academy nurse, Educational Psychologist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.</p> <p>A structured and dedicated Y6 into 7 transition programme for vulnerable students and advice and guidance to support Y9, Y11 and Sixth Form transition</p>	Short term	In place	SENDCo	Termly	
Improve and maintain access to the physical environment	<p>The academy is a purpose-built, 2-storey building. The environment has been adapted meet the needs of students, staff and other visitors to the site, including:</p> <p>External pavements have dipped sections to road level with textured paving.</p> <p>Disabled parking bays are available.</p> <p>The exterior to interior access is at the same level on the ground floor.</p>	Short term	In place	Facilities	Complete	All items to be audited by SENDCo with TDET Health and Safety Leader
		Short term	In place	Facilities	Complete	
		Short term	In place	Facilities	Complete	

Automatic entry doors into the academy.	Short term	In place	Facilities	Complete
Contrasting strips at the front of each step / stair.	Short term	In place	Facilities	Complete
Two lifts from ground to first floor.	Short term	In place	Facilities	Complete
Wide corridors	Short term	In place	Facilities	Complete
Disabled toilet facilities on the ground and first floors	Short term	In place	Facilities	Complete
Disabled changing facilities	Long term	Provide in future	Facilities	Review July 2022
Adjustable tables in classrooms	Medium term	Increase number available	SLT	Review July 2021
Library shelving at wheelchair height	Long term	Refurbish gradually	Literacy Coordinator	Review July 2022
Designated refuge points in the event of fire /fire drill.	Short term	In place	Facilities	Complete
Directional and location signage to meet the needs of all students, including those with a sensory difficulty or specific learning difference	Short term	Refurbish and replace gradually	Facilities	Review July 2022



Improve the delivery of information to pupils with a disability	Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The academy makes the following available as appropriate:					All items to be audited by the designated SLT member with overall responsibility for Teaching, Learning and Assessment.
	Differentiated resources with particular attention to standardised reading scores, plain English, images and layout.	Short term	In place	Subject Teachers	Ongoing	
	Laptops and other digital technologies for use in lessons.	Short term	In place	SENDCo	Annual Review	
	Coloured overlays for text and / or materials printed on coloured paper,	Short term	As required	SENDCo	Ongoing	
	Tactile resources.	Short term	As required	SENDCo	Termly review	
	Ear defenders	Short term	As required	SENDCo	Annual review	
Word processors, computer readers, readers and/or	Short term	As required	SENDCo	Annual review		

	scribes in exams, where authorised Hearing loops at reception desk	Short term	In place	Facilities	Complete	
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Head of Academy and the Academy Committee.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				