

## Kirk Hallam Community Accessibility & Equality Plan 2019 – 2023

### Statement of Policy

KHCA and the Nova trust are committed to the promotion of equality of opportunity and places great value on the diversity of its community. The provision of equality of opportunity and respect for the needs and rights of the individual are fundamental to the values of the trust.

KHCA fulfils its general and specific duties in relation to equality of opportunity and actively demonstrates due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities, in all strands as identified in the Equality Act 2010, these being:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sexual orientation
- Marital status/civil partnerships
- Socio-economic Disadvantage

KHCA will treat all employees, students and other members of the school community with respect and dignity, and seek to provide a safe and positive working and learning environment, free from discrimination, harassment or victimisation. KHCA will respect the diverse cultural and religious traditions of all students and staff and accepts the rights of individuals and groups peaceably to worship and to fulfil their cultural obligations.

### Purpose of Plan

The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all of our pupils and students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

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.

### Financial Planning and control

The Head of School, SLT and the LGB will review the financial implications of this action plan as part of the normal budget review process.

## Access to the physical environment

*This includes improvements to the physical environment of the school and physical aids to access education.*

Issue & desired outcome	Planned actions	Staff lead	Time Frame	Notes
Develop better signage around school to provide more effective visual clues for the school community and enable clearer access to school.	As signage replaced ensure consider any adjustments to provide more effective visual clues, work in collaboration with SEND team when discussing replacement	J Harrison Hill / C Keyte	Ongoing as signage replaced	
Enable access to the library for all students	Plan for during any redevelopment of site for library to be considered for moving to ground floor.  In short term offer lists of availability for library and provide selections in alternative areas	J Harrison Hill  S Bredgaard	Long term as redevelopments occur	
Make assistive technology available for students with SEN including the chromebooks and tablets	Ensure existing technology can link to the NOVA network and systems.  Re-organise storage of tablets to improve accessibility.	C Keyte	Over this academic year	
All rooms to be carpeted to reduce excess noise for HI students and distractions for students with autism and ADHD	Carpet replacement programme in budget for classrooms where feasible to have carpets.	J Harrison Hill	Over next 3 years	

## Access to the curriculum

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Issue & desired outcome	Planned actions	Staff lead	Time Frame	Notes
Monitor and promote the involvement of all groups of pupils in the wider life of the school, including leadership opportunities, especially those who are identified as vulnerable.	Key workers to actively question their students on whether there are opportunities they would like to be involved in.  Work with staff who organise opportunities to ensure it is as accessible as possible.	C Keyte	Ongoing	
Include students with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential visits and extra-curricular provision	Replacement of minibus to have wheelchair access	J Harrison Hill	In 4 years when minibus replacement scheduled	
Ensure PE provision is accessible to all students	Liaise closely with Head of PE to develop ways to ensure inclusion	C Keyte / V Daly	Ongoing	
Increase confidence of staff in accessing SEN information and implementing guidance to benefit their planning	INSET session with possible involvement from outside speakers such as exams assessor and autism outreach.  Continuing to audit provision for students with EHCPs and identify gaps.	C Keyte	Ongoing	
Develop whole school expertise in differentiation	Continue to share strategies.  INSET session led by subject teachers who demonstrate good practice.	C Keyte	Ongoing	

### Access to information, advice and guidance

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

Issue & desired outcome	Planned actions	Staff lead	Time Frame	Notes
Improve the information sent to parents/carers to ensure it is accessible	Audit the parents (as part of a parent survey and feedback during parents evenings) to see where issues are then consider how to address them.	C Keyte	Over the next three years	
Ensure staff are aware of how to present work/homework in accessible formats e.g. font size and style, coloured paper etc.	Information shared with staff regularly with offers of additional support if needed	C Keyte	Ongoing	