



KING'S LEADERSHIP
ACADEMY LIVERPOOL

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

ACCESSIBILITY PLAN 2022-25



GREAT SCHOOLS
TRUST

ACCESSIBILITY PLAN 2022-25

1. VISION STATEMENT

The Equality Act 2010 replaced previous anti-discrimination laws with a single act, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if: They have a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities.

Under the Equality Act 2010 an accessibility plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be approved by the local academy council (LAC) and reviewed every three years. At Kings Leadership Academy Liverpool, this plan will be monitored by the principal with support from the senior leadership team. Its effectiveness will be evaluated by the LAC.

Staff at Kings Leadership Academy Liverpool are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The accessibility plan will be used to advise other school planning documents and policies and will be reported on annually in terms of student progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The accessibility plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

Kings Leadership Academy Liverpool is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 around disability and to developing a culture of inclusion, support and awareness within the school. Whole school training will recognize the need to continuously raise awareness among staff and governors around equality issues, particularly with reference to the Equality Act 2010.

2. AIMS AND OBJECTIVES

OUR AIMS ARE:

- To increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to students, staff, parents and visitors with disabilities

3. CONTEXTUAL INFORMATION

There are currently 170 pupils on the special educational needs and / or disabilities (SEN/D) register at KLAL. This is from a total cohort size of 758. This equates to 22% of the total pupil cohort. THE BREAKDOWN IS SHOWN BELOW:

TYPE OF NEED	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	TOTAL
COGNITION AND LEARNING	22	25	11	14	9	81
COMMUNICATION AND INTERACTION	6	3	2	0	1	12
SENSORY AND/OR PHYSICAL NEEDS	1	2	0	3	2	8
SOCIAL, EMOTIONAL AND MENTAL HEALTH	23	10	10	15	11	69
NUMBER OF STUDENTS ON EHCP	3	2	1	2	1	9
GRAND TOTAL	55	42	24	33	24	

4. CURRENT PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

PHYSICAL ENVIRONMENT

The school has disabled access to most of its facilities. School leaders ensure that such access is maintained when carrying out its development of teaching spaces. As has previously been the case, leaders will continue to take account of the needs of its students, staff and visitors with physical difficulties and other

impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes.

CURRICULUM

The school offers a broad and balanced curriculum. Across the school, teachers scaffold the curriculum content to support the students, as they learn and develop new knowledge around a particular concept and/or skills. This is to help encourage wider participation from students during lessons. School leaders will regularly review curriculum provision and where appropriate, regularly seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals.

INFORMATION

Different forms of communication will be made available to enable all disabled students to express their views and to hear the views of others where reasonably possible. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

5. ACCESS AUDIT

The school consists of one two storey building. In most areas, the building has wide corridors. Fire doors are held open on specifically designed fire door retainers. There are two platform lifts that can accommodate a wheelchair. This is maintained on a regular basis through a service level agreement with Spie. Access to the lift is not restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

On-site car parking for staff and visitor includes four dedicated disabled parking bays. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are two disabled and accessible toilet facilities in the main building. All these are fitted with a handrail and an emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked. Wheelchair users have a Personal Emergency Evacuation Plan (PEEP), which will be implemented in the event of an emergency evacuation. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6. MANAGEMENT, COORDINATION, AND IMPLEMENTATION

School leaders will seek expert advice as and when new situations arise for students, staff, parents, and wider stakeholders with disabilities.

7.1 EQUALITY OBJECTIVES

SCHOOL LEADERS HAVE A SERIES OF EQUALITY OBJECTIVES. THESE ARE:

- To ensure that diversity is represented throughout materials and resources used in school.
- To ensure that the school supports students in the protected characteristics categories, as well as those linked by association.
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.
- To ensure high levels of awareness of the Equality Objectives amongst stakeholders.

IN ADDITION, LEADERS WILL AIM TO:

- Further increase the % of disadvantaged students achieving Grades 9-5 in English and mathematics
- Further increase the % of disadvantaged students entered for and achieving the English Baccalaureate (EBacc)
- Further increase the % of low prior attainment students achieving Grades 9-5 in English and mathematics
- Further increase the % of low prior attainment students achieving the English Baccalaureate

7.2 ACCESSIBILITY PLAN

Our accessibility plan sets out how our leaders at the school will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the establishment to enable disabled students to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled students.

The school's accessibility plan has been informed by analyses of data within the school and its premises. It is a requirement that the accessibility plan is resourced, implemented and reviewed as necessary and at least annually.

1. Increasing the extent to which disabled students can participate in the school curriculum

Action	LEAD RESPONSIBLE	Identified Budget and any other resources	Target Date	Success Criteria
<ul style="list-style-type: none"> - Complete an audit of staff training requirements - Deliver staff training needs on curriculum access - Identify online learning training provider/modules if required 	SENDCO	<ul style="list-style-type: none"> - Cost of training £1500 - 1 day staff INSET time equivalent 	<ul style="list-style-type: none"> - On-going and as required 	<ul style="list-style-type: none"> - Comprehensive audit prepared - Priority list of staff training identified - High quality training provider sourced, costed and priority training modules purchased
<ul style="list-style-type: none"> - Ensure classroom support staff have specific training on disability issues - Ongoing programme of staff training in disability awareness to reflect needs of students within the school and anticipatory duties. Focus on hearing loss and ASD. - Staff access appropriate CPD - Online learning modules if required 	SENDCO	<ul style="list-style-type: none"> - 3 days equivalent training - 1-day equivalent time with specialist hearing loss staff - £2000 cost of online training 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - Staff aware of students with identified disabilities - Staff training programme drafted based upon student and staff need - Ensure all staff are aware of disabled children's curriculum access - Staff commence completion of a minimum of one training session/module (if necessary)
<ul style="list-style-type: none"> - Ensure all staff are aware of disabled children's curriculum access - Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement - Set up a system of individual access plans for disabled students when required - Information sharing with all agencies involved with child 	SENDCO	<ul style="list-style-type: none"> - 2-hour training time for all staff - 3 days equivalent administrative time 	<ul style="list-style-type: none"> - On-going and as required 	<ul style="list-style-type: none"> - All staff aware of individuals needs - National Curriculum Inclusion statement shared with teaching staff - Access plans written and staff implement actions specified
<ul style="list-style-type: none"> - Train staff in clear communication strategies for students with hearing impairment - Position students appropriately in the classroom - Implement individual actions as specified in individual SEND Service Advice Sheets 	SENDCO	<ul style="list-style-type: none"> - £1000 - 1 x training day equivalent 	<ul style="list-style-type: none"> - At least once annually but on going and as required 	<ul style="list-style-type: none"> - All staff received specific training on HI - Seating plans written in accordance with SEN and Disability Service advice sheets - Personalised actions on SEND Advice sheets fully implemented - SEND students make at least similar progress to all students nationally
<ul style="list-style-type: none"> - Implement a personal emergency evacuation plan for each student - Regular checks and tests from LCC on user equipment for HI or other - Staff training in use of equipment - Termly review meetings with LCC 	ESTATES TEAM	<ul style="list-style-type: none"> - Time to meet with parents and students to develop PEEPs - 1 x hour staff training session in PEEP familiarisation and implementation 	<ul style="list-style-type: none"> - By October of each academic year (reviewed 6 monthly) - As specified by LCC on a student-to-student basis - Termly meetings 	<ul style="list-style-type: none"> - PEEP plans completed for all students in line with student need - All students safely evacuated from school site on emergency tests (and actual) - All staff trained in use of hearing aid equipment and operate - Student access to curriculum improved

<ul style="list-style-type: none"> - Increase confidence of all staff in differentiating the curriculum - Assign CPD for differentiation and recording methods 	SENDCO SENIOR LEADERSHIP TEAM	<ul style="list-style-type: none"> - £1000 curriculum resources - £500 trainer costs - 1 x training day equivalent 	<ul style="list-style-type: none"> - As required (in accordance with identified professional development programme) 	<ul style="list-style-type: none"> - Increased staff confidence in strategies for differentiation - Increased student participation in lesson and outcome data for identified groups of students - Lesson plans show evidence of planning to meet individual need
<ul style="list-style-type: none"> - Ensure ICT is appropriate for students with disabilities to support learning. - Review accessibility of ICT (including screens and computers) using specialist expertise as required - Involve students in review of hard & software. - Prioritise new software to purchase. - Install identified software where required - Train TAs and admin staff software use 	ICT TECHNICIAN SENDCO VICE PRINCIPAL	<ul style="list-style-type: none"> - 4 days to audit ICT provision time - 1-day equivalent student meeting time - 2 days training time for TAs 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - Wider use of SEND resources in classrooms - Modified equipment purchased to meet need - All relevant staff receive training in use of new software and hardware - Software and hardware in use in specified lessons and impact upon student attainment
<ul style="list-style-type: none"> - Review PE curriculum to ensure PE accessible to all - Gather information on accessible PE and disability sports - Seek disabled sports people to come into school 	PE coordinator	<ul style="list-style-type: none"> - £600 cover time equivalent 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - Review of PE curriculum completed - All students able to access PE curriculum - Range of information gathered, assessed and any relevant actions identified
<ul style="list-style-type: none"> - All educational visits to be accessible to all - Develop guidance for staff on making trips accessible - Ensure each new venue is vetted for appropriateness 	PRINCIPAL EDUCATIONAL VISITS COORDINATOR	<ul style="list-style-type: none"> - 5 days equivalent staff time 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - All educational visits accessible to all students - Accessibility guidance for trips and visits developed and implemented in accordance with trust policy
<ul style="list-style-type: none"> - Increase participation in school activities. - Audit participation in extra-curricular activities and identify any barriers. - Ensure school activities are accessible to all students. - Investigate TA flexibility to cover extra-curricular activities if needed. 	LEADERSHIP TEAM ESTATES TEAM	<ul style="list-style-type: none"> - TA COVER TIME £300 - 1 day training time needed on risk assessments 	<ul style="list-style-type: none"> - Monthly 	<ul style="list-style-type: none"> - All visits and trips to secure a minimum of 95% attendance - Extra-curricular audit developed, completed and analysed. - Review school activities
<ul style="list-style-type: none"> - Review all trust policies to ensure school fully complies with the implications of disability access. - Involve student council in review 	PRINCIPAL	<ul style="list-style-type: none"> - Staff meeting and development time for homework section on the school website 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Trust policies linked to DDA fully implemented

2. Improving the physical environment of the establishment to enable disabled students to take better advantage of education and associated facilities and services

Action	LEAD RESPONSIBLE	Identified budget and any other resources	Target Date	Success criteria
<ul style="list-style-type: none"> - Every area of school, both internal and external is accessible by disabled and wheelchair users and complies with DDA 2005 - External paths all laid for wheelchair use. - Ensure appropriate line and step markings in place for disabled students and adults - All light switches at wheelchair height. 	ESTATES TEAM	<ul style="list-style-type: none"> - 5 days staff time - £15,000 Estates Budget 	<ul style="list-style-type: none"> - Ongoing review - July 2023 	<ul style="list-style-type: none"> - School building fully complies with DDA
<ul style="list-style-type: none"> - Provide a wheelchair accessible toilet on each floor with electronic changing tables - Disabled toilet accessible by identified keys - Assess requirements for new intake and new in year admissions 	ESTATES TEAM	<ul style="list-style-type: none"> - Maintenance Budget £2500 	<ul style="list-style-type: none"> - July 2023 	<ul style="list-style-type: none"> - Physical accessibility of school increased with wheelchair accessible toilet with changing facilities
<ul style="list-style-type: none"> - Provide temporary (or permanent) lift fob to student(s) requiring lift access - Assign TA or student buddy to accompany disabled student in lift - Train student(s) / TA in emergency procedure in lift - Brief and train disabled students not to use lift in emergency evacuation - Assess requirements for new September intake / in year admissions 	ESTATES TEAM	<ul style="list-style-type: none"> - Cost of TA £5000 - Fob costs - Identified buddy - Time to train identified buddy 	<ul style="list-style-type: none"> - Ongoing/as required 	<ul style="list-style-type: none"> - Physical accessibility of school increased with access to lift key fob and supporting TA - Student and associated personnel fully trained and confident with emergency lift procedures - Requirements for 2022 intake ascertained
<ul style="list-style-type: none"> - Assess disability requirements for new student intake in September/in year admissions - Provide all identified classrooms with specialist furniture to meet identified student disability need and wheelchair use 	ESTATES TEAM	<ul style="list-style-type: none"> - Maintenance budget £5000 - Administrative time to undertake assessment 	<ul style="list-style-type: none"> - 1 October annually - As required 	<ul style="list-style-type: none"> - Identified furniture purchased and in place in accompanying classrooms - Provision for new intake identified and planned for
<ul style="list-style-type: none"> - Site supervisor to adjust furniture in accordance with student need - Provide classroom acoustics which promote clearer sound recognition 	ESTATES TEAM	<ul style="list-style-type: none"> - Half day of site team time as required - APL meeting time with parents of student 	<ul style="list-style-type: none"> - 1 October annually - As required 	<ul style="list-style-type: none"> - Classrooms layouts adjusted to meet student need - Staff familiar with requirements - Classroom acoustics assessed as at least good

<ul style="list-style-type: none"> - All students and adults (including disabled students) able to evacuate the building safely in an emergency 	<p>ESTATES TEAM SENIOR LEADERSHIP TEAM</p>	<ul style="list-style-type: none"> - Non-required 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - All staff and student evaluated safely from the school building in accordance
<ul style="list-style-type: none"> - Review and update fire escape plan and associated documentation for the building in and out of school hours - Disabled refuge on each of the two external stairwells - Intercoms to be fitted for communication. Train all staff in the use of intercoms - Paper copies of student records to be maintained to assist in case of computer failure 	<p>ESTATES TEAM</p>	<ul style="list-style-type: none"> - 1 day Estates Team time - Cost of intercoms - 2-hour staff training - £30 administrative costs 	<ul style="list-style-type: none"> - August annually and as required following drills 	<ul style="list-style-type: none"> - All fire procedures in place and understood by staff, students and visitors (including out of hours) - Disabled refuges identified on both stairwells - Intercoms fitted on stairwells. Staff trained in intercom use - Paper records maintained
<ul style="list-style-type: none"> - Develop and implement a Personal emergency evacuation plan (PEEP) for each student 	<p>ESTATES TEAM</p>	<ul style="list-style-type: none"> - days equivalent time for - Estates Team to meet with parents and students to develop PEEPs - 1 x hour staff training session 	<ul style="list-style-type: none"> - Annually - Reviewed 6 monthly 	<ul style="list-style-type: none"> - PEEP plans completed for all students and shared with staff - All students safely evacuated from school site on emergency tests (and actual)
<ul style="list-style-type: none"> - All students and adults able to leave the building in a safe and orderly manner during unavoidable closure. - Provide a safe haven for all students during unavoidable closure until contact with an appropriate adult can be made in order for the student to leave. - Sibling meeting area to be created in main hall 	<p>ESTATES TEAM</p>	<ul style="list-style-type: none"> - Staff Time (variable cost) 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - All students and adults leave the building safely and accounted for during unavoidable closure - Safe Haven identified and all students familiar with safe haven location

3. Improving the availability of accessible information to disabled students

Action	LEAD RESPONSIBLE	Identified budget and any other resources	Target date	Success criteria
<ul style="list-style-type: none"> - School to familiarise itself with LA services for converting information into alternative formats - Ensure availability of written material in alternative formats - APLs to be aware of parents/carers access needs and to provide support when needed 	OFFICE MANAGER SENCO/VICE PRINCIPAL	<ul style="list-style-type: none"> - Reprographics (or similar costs) - variable 	<ul style="list-style-type: none"> - July 2023 - July 2024 - April 2023 	<ul style="list-style-type: none"> - LCC Services (or other) sourced and preferred service identified - Letters to parents available in alternative formats - TAs commence process of developing classroom resources in alternative formats
<ul style="list-style-type: none"> - Written information provided to parents/carers is accessible and read - Current information reviewed to judge language style, format and accessibility - Investigate the use of 'Communicate in Print' software 	OFFICE MANAGER SENCO	<ul style="list-style-type: none"> - Reprographics (or similar costs) – variable - Cost of Communicate (or similar) software 	<ul style="list-style-type: none"> - July 2023 	<ul style="list-style-type: none"> - Information is read - Parents / carers feel that the school is an approachable and supportive institution - Communicate in Print assessed by school as a possible alternate communication tool
<ul style="list-style-type: none"> - Continue to ensure interview and induction procedures are robust so that school is aware of all difficulties experienced by parent/carers and students hidden and overt 	SENIOR LEADERSHIP TEAM VICE PRINCIPAL (T&L) ASSISTANT PRINCIPAL	<ul style="list-style-type: none"> - Meeting / telephone time with parents 	<ul style="list-style-type: none"> - Ongoing - July 2023 	<ul style="list-style-type: none"> - School is aware of 'reasonable adjustments' that may need to be made
<ul style="list-style-type: none"> - Develop updates for school website to make it easy to navigate 	VICE PRINCIPAL	<ul style="list-style-type: none"> - Website development time (approx. 3 hours per week) 	<ul style="list-style-type: none"> - Sept 2022 	<ul style="list-style-type: none"> - Website updated and parental feedback overwhelmingly positive
<ul style="list-style-type: none"> - Ensure all written material is followed up with a phone call so that parents with literacy difficulties are not stigmatised 	APLS 7-11	<ul style="list-style-type: none"> - Head of Year administrative time 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Parents with literacy difficulties receive telephone conversation from Head of Year on a regular basis

FIRST REVIEW DATE:	AUGUST 2023	SECOND REVIEW DATE:	AUGUST 2024
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