



Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Definition (Equality Act 2010)

“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”

1. Introduction

The Governing Body of CTC Kingshurst Academy (“the CTC”) has had three key duties towards disabled students, under the Equalities Act 2010.:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled students

This plan sets out the proposals of the Governing Body of the CTC to increase access to education for disabled students in the three areas.:

- increasing the extent to which disabled students can participate in our curriculum
- improving the environment to increase the extent to which disabled students can take advantage of the facilities
- ensuring that disabled students are provided with the appropriate sources of information so that they are not disadvantaged.

It is a requirement that the CTC's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the CTC will address the priorities identified in the plan.

2. Starting points

2.A. The purpose and direction of the CTC's plan: vision and values

CTC Kingshurst Academy is a co-educational secondary institution. We are a fully comprehensive school serving the needs of the local community. We want all our students to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our students we want them to develop positive self esteem. We want all our students to value and respect the rights and opinions of others. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our students can access the full curriculum.

Definition of Disability

Disability is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Increasing the extent to which disabled students can participate in the CTC curriculum

We wish to broaden our curricular and extra-curricular provision for all students throughout the academy. In particular we wish to further develop the access to our facilities for use by disabled students. The CTC has set the following priorities for the development of the vision and values that inform the plan:

Actions to be taken:

- Closer liaison with our feeder schools. Members of the transition team aim to glean as much information as possible from the feeder schools about the new intake.
- The setting up of Year 7 nurture groups to provide greater support for students in danger of social exclusion.

Continued tracking of progress and then the review of individual student needs.

- Continue termly reviews of Student Support Profiles for statemented students ensuring students are able to meet targets.
- Further and regular training for all Learning Support Specialists in the whole variety of teaching methods, differentiation and student support.
- Continued use of the LA SISS support team – CTC to agree contract ensuring a minimum number of hours' support to ensure that ALL students with specific educational needs and disabilities are provided with high quality and regular assistance.
- The tracking of student progress to ensure that the support mechanisms and interventions are successful.

- Regular pastoral meetings for all staff in which important information on student and staff needs can be highlighted and shared.
- Regular training/information meetings to support staff who are teaching students with specific educational needs.

2.B. Information from student data and CTC audit

Our average student population exceeds 1,550 students.

Included in our student population we have:

- Statemented students
- Students with special educational needs
- Students with significant medical conditions, visual or hearing impairment
- A small number of students have short or mid-term mobility difficulties

Student Integration

It is very important to us as a learning community that all our SEND students are integrated in as much of the whole CTC's curricular and extra-curricular learning as is practically possible.

Increasingly close liaison with the Birmingham and Solihull Local Authorities leads to prospective students being provided with a smooth transition and more immediate support.

Actions currently undertaken:

Student timetables are sympathetically reviewed to ensure that students with disabilities are not scheduled in unsuitable rooms

The redevelopment of all CTC blocks will lead to any students who use wheel chairs being able to access all subject areas as well as the Access Centre (Learning Support Unit).

The Achievement Centre will be purpose-built to provide support and computer access. -

Laptops are currently available for use by some students who require support. This includes the potential for the student to be provided with a lap-top at home.

Mentors are provided for students who are unable to attend the CTC through longer-term ill-health.

A successful buddy scheme is implemented within the transition where students are paired with students from primary school and guide them through the induction process and support them during their time at CTC Kingshurst Academy.

General Accessibility

The careful planning of the new build will lead to all CTC facilities being accessible to all users and to include wheelchair users.

Social integration is dependent on the student(s) responses and mutual understanding and as a consequence we look to strengthen opportunities for social interaction between all students particularly through extra-curricular activities where social interaction is less constrained.

All staff who teach SEND students receive regular training and up-dated information about the specific students needs.

Our SEND students generally achieve well largely the result of the sharing of information, training and the high level of care shown. The CTC makes good use of all support agencies with regular and careful monitoring of interventions taking place. The quality of one to one support provided is very high.

2.C. Views of those consulted during the development of the plan

All sections of the CTC community are being involved in the development of this accessibility plan.

The SEND coordinator and the Heads of Inclusion and Progress have been consulted about very specific details of the provision.

All statemented students have an annual review where students and parents/carers are consulted about the provision offered and are able to contribute evaluative commentary.

There is regular liaison with SISS so that visually impaired children and the students with impaired hearing are well supported.

Parents/carers visit the school in Year 6 which also helps us with our planning and information gathering.

3. Improving the physical environment of the CTC to increase the extent to which disabled students can take advantage of education and associated services:

Position as at September 2010

- The new build will ensure that the needs of all students can be met.
- The re-setting and widening of corridors means that there is at least reasonable access to all areas of the CTC for students who may have limited mobility or be confined to a wheel-chair.
- Lighting in corridors and classrooms will also be upgraded.
- Banisters on the stairs in A and B Block will be extended so that they begin before the top of the stairs and extend beyond the end of the stairs.
- The colour schemes for décor around the CTC will be enhanced and colour-coded in line with subject wishes.
- The CTC will have contrasting wall and floor colours plus contrasting doors and doorframes as we upgrade facilities throughout the CTC.
- The fire doors in D Block will be left open thus creating far more accessible areas for all students and staff. In the event of an emergency the doors will close automatically.
- Our signage needs extending and improving so that it is readable for all. Entrance notices to blocks will be created and subject names clearly displayed on offices and classrooms.
- Toilets will be provided with new clear signage for male and female facilities.
- New disabled toilet facilities will be created so that there is easy access to toilets in all blocks that make up the CTC.

Authorisation and Issue				
Action	Date	Committee / Position	Name	Signature
Approved	25.02.16	Chair of Governors	Angela Pocock	
Issued	25.02.16	Principal	Damon Hewson	
Annual Review	June – August 2017 (for September 2017)			

CTC Kingshurst Academy Accessibility Plan 2014 to 2017

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short term	Raise awareness of all employees of the definitions of disability as defined in the DDA and their rights in terms of the DDA	Publicise the information and the relevant website details to all employees.	All employees are aware of the issues and have an understanding of how this impacts in Disability Equality both in respect of their employment and the students entitlement	Easter 2014/2015	Quality of the learning experience for all students and quality of teaching/ support improved with wider use of technology and practices.
Short term	Gather together required information in order to be able to address accessibility and disability equality discrimination issues.	Send out questionnaires to all employees and parents/carers to gather information Collate data as it is returned	All data has been collected and collated ready for use in informing next phase of DED process	Easter 2015	Data has been put into a usable form.
Short term	Monitor the physical environment to identify areas that may require attention	Regular visual inspection of: steps, stairways, kerbs, exterior surfaces, parking areas, entrances and exits, internal doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, floor coverings.	Urgent items for consideration will have been identified to enable medium and long-term planning to happen.	Ongoing – Report submitted for FFP – Feb 2015	Visual inspection report completed and submitted to Principal and Governors

CTC Kingshurst Academy Accessibility Plan 2010 to 2013 cont'd

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short term	Every teacher and teacher support worker is aware of the issues surrounding accessibility to the curriculum with particular reference to hearing impairment, visual impairment and physical impairment	All teaching and teaching support staff to access DCC guidance on “common net/accessibility/dda-reasonable –adjustment-guide”	All teachers are aware of the optimal requirements and are making every effort to ensure that these are being met or that awareness has been raised with relevant person(s)	Easter 2014 Achieved	Every classroom/ teaching area is optimally organised for students with disabilities as far as is practically and reasonably possible.
Medium term	Every classroom/ teaching area is optimally organised for students with sight, hearing or physical impairment.	Seek advice from SENCO, Solihull SISS and other professional bodies. Identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle.	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate these types of students.	Easter 2014/2015	Every classroom/ teaching area is optimally organised for students with disabilities as far as is practically and reasonably possible. All students irrespective of level of impairment are equally able to access the curriculum

CTC Kingshurst Academy Accessibility Plan cont'd

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Medium term	The Academy is prepared for the eventuality of receiving any students with significant sight, hearing or physical disabilities.	Continue with stringent consultation with the LA and Primary Feeder schools on potential new students in Y7 and Post 16 over the next year and review current provision. Consider the implications of adapting the Academy to be able to meet these students' needs.	Taking into account the long-term future of the site and buildings reasonably practicable measures have been taken to ensure equal access to the curriculum for all students.	Term 2 2015 and ongoing	All new students irrespective of level of impairment are equally able to access the curriculum.
Long term	Conduct thorough review of the new buildings to ensure that they have indeed incorporated all issues surrounding DDA and accessibility to the curriculum.	Careful planning of the review to ensure that it serves the purpose of checking all needs have been met with regard accessibility.	New facility in place with built in cycle of review of accessibility.	Term 3 2015 and ongoing	New site enables access to all students, employees and visitors to the site irrespective of level of impairment.