



**MONK'S WALK**  
SCHOOL

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## Accessibility

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## Introduction

Monk's Walk School acknowledges the requirement to carry out accessibility planning for disabled students. These are the same duties as exist under the Equality Act 2010. Monk's Walk School is committed to:

- promote equality of opportunity for disabled students, staff, parents, carers and other stakeholders that use the school
- not treat disabled students less favourably for reasons related to their disability
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage.

## Purpose

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with: mobility, physical co-ordination, manual dexterity, continence, ability to lift, carry or move everyday objects, speech, hearing, sight, memory or ability to learn, concentrate or understand or are unable to perceive risk or physical danger.

This plan sets out the proposals of the Board of Trustees of the academy to increase access to education for disabled students in three areas:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

## Process

Information regarding users and their disabilities has been gathered and used in the formulation of this plan. The assessment of the academy is that there is good access to the curriculum and this is demonstrated by the results achieved by students with disabilities. The physical site covers a large area, despite this, access is assessed as good. Particular attention has been paid to hearing and sight impaired disabilities. There is wheelchair access to the majority of the school site and changing and toilet facilities have been improved for PE with the introduction of new changing areas for the 3G football pitch. Evidence for this judgement is that Hertfordshire Football Association have located their 'Football for the disabled' programme at the venue.

This plan will take into account physical developments to the school site and curriculum planning will take accessibility into account. It is the responsibility of the whole school community to implement the plan in a manner that promotes an inclusive ethos.

Review of previous plan

A review of the previous accessibility plan has been undertaken.

Access to the Curriculum

Objectives	Lead person	Strategy/Action	Resources	Deadline	Success Criteria
To ensure that students understand and are considerate of disabled groups.	ACK	Form time/assemblies and PSCHÉ curriculum.	None	On going	Students awareness evidence across school.
Improve the application of differentiation in all classes.	CAHODGE	Implement access to learning maps consistently across all classes.	None	On going	Strategies consistently used across the curriculum.
Improve the application of differentiation in all classes, understanding and response to specific needs of students.	SBo	Provide training for staff regarding needs of individuals and groups of students.	None	On going	All students needs identified and strategies consistently used across the curriculum.
Ensure examination access arrangements allow fair access to all students.	JCI	Considered planning of access arrangements for all examinations. Training of invigilators.	None	On going	Fair and equitable access in line with exam board guidelines.
Develop 'Intersectionality' to ensure intervention programmes are appropriately targeted.	ACK	Considered planning of intervention programme to support targeted groups.	Meeting time once every half term	On going	Intervention appropriately targets need.
Provide considered timetabling accounts for need and ensures fair and equitable access and opportunity.	NH	Liaison between SEND and pastoral teams with timetabler to ensure access to all subjects.	None	On going	Fair and equitable access to all subjects and specific resources.
Provide considered support for trips and visits ensures fair and equitable access and opportunity.	NH	Liaison between SEND and pastoral teams with trip leader.	None	On going	Fair and equitable access to trips and visits as detailed in the schools trips and visits policy
Through collaboration with Knightsfield School, ensure all relevant staff are appropriately trained to deliver differentiated support to pupils with hearing impairment and additional needs.	TEG (MWS) ST (KS)	Liaison between Knightsfield staff and MWS staff. Training provided by KS.	None	On going	Pupils from KS in a range of lessons and making 'good' progress.

**Access to the Environment**

Ensure signage considers the needs of differently able people.	TS	Continued use of accessibility plan in conjunction with signage planning.	None	Ongoing	Improving access to all school parts.
Regularly audit school site and ensure maintenance. (H & S)	APt	Audit for trip hazards, adequate lighting.	None	Ongoing	Site clear and well maintained.
Ensure corridors are freely accessible and safe.	ALn – duty team leaders	Duty team leaders to ensure bags and coats are appropriately stored at break and lunchtimes.	None	Ongoing	Corridors clear and well maintained.
Any new build work considers the needs of differently able people.	TS	Continued use of accessibility plan in conjunction with build planning.	None	Ongoing	Improving access to all school parts.
Ensure lighting is adequate across the site.	TS	Continued improvements in lighting across the site. Internal and external.	None	Ongoing	Improving access to all school parts.

**Access to Information**

Support students with additional needs to have access to information and resources for learning out of school time.	SBo	Provision of after-hours prep club in Library and Student support.	8h funded per week	Ongoing	Attendance monitored to average min 10 students per day.
Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND.	SBo	Develop the use of student profiles, ensuring parents and students have opportunities to contribute and evaluate.	None	Ongoing	Student profiles in use at ARD.
Ensure all information to parents is available via a range of media and formats including the parent portal.	ACk	Ensure letters and information to parents is available via written, online, parent-mail.	None	Ongoing	Feedback via questionnaires sees improving satisfaction with school communication.
Ensure parents with additional needs at school events such as parent evenings are supported.	ACk	Ensure support is available as need arises, e.g. Interpreter/sign language. Target disadvantaged for participation.	None	Ongoing	Use as required.