Kinson Academy Accessibility Plan

The policy should be read in conjunction with the academy

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

1. Aims

Schools are required under the Equality Act 2010 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 school 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 school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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

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 schools on the Equality Act 2010. This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools 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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which

seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

a) Curriculum 2026-2029

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	Ensure equal access to P.E. lessons	Audit of sports resources to ensure equal access to pupils with physical SEN. See additional advice and guidance from specific outside agencies to support adaptive practice.	All pupils have equal access to P.E. lessons across a range of sports.	Dec '26	Pupil progress in P.E. is evident in all PE lessons.	July '27
Medium Term	Develop training offer for staff to support increasing knowledge of supporting learners with disabilities to access the curriculum, removing barriers.	SENDCo to audit current training needs for all staff whereby additional support is required to enable a child to access the curriculum.	Adaptions are made by trained staff, in order to ensure all barriers to learning are removed.	April '27	CPD for staff is actively impacting and this is seen in improved outcomes for identified learners.	July '27
Long Term	Review and enhance further opportunities with the developing environment linked to zones of regulation.	Pupil voice survey to revise current program and areas of interest. Cost resources and staffing to offer additional opportunities for SEND pupils.	Pupils can access a range of support with emotional regulation, beyond that which is taught and supported in the classroom.	July '28	Self-regulation skills are transferable outside the classroom/academy setting.	April '29

b) Physical 2026-2029						
	Location	**Item to Improve Physical Access**	**Activity**	**Timeframe**	**Cost (est.)**	**Review**
Short Term	To ensure all classrooms are optimally organised to promote participation and independence for all pupils.	Review and implement a preferred layout which takes account of cohort needs.	Audit completed to ensure all children access curriculum and are able to be independent in their learning environment.	On-going	Adaptions. Furniture costs	July '27
Medium Term	Ensure all children feel safe and involved at break times.	Improvised play surfaces to support wheelchair access and sight/hearing need.	Audit of current provisions and pupils voice survey.	May '27	Breaktime resources and adaptions to play surfaces.	Feb '28
Long Term	To make effective use of old IT space, to promote sensory development and support pupils to self-regulate.	Implementation of sensory equipment including gym type equipment to a purpose built room.	OT support to plan and audit provision. Fundraising in place to support resource update. Site team to work on updating the old space.	March '28	Sensory equipment Gym equipment Redecoration	March '29

c) Information 2026-2029						
	Target	**Strategy**	**Outcome**	**Timeframe**	**Achievement**	**Review**
Short Term	Review documentation on website to check accessibility for parents.	Ensure documents are accessible to everyone using commonly known vocabulary.	Office to be aware of parents who may need support in accessing materials and assisting with this.	March '27	All parents will be able to be aware of what is happening at school via the website.	July '27
Medium Term	Ensure pupils who are classed as blind/have sight problems can access the environment and curriculum.	Ensure external agencies support and feedback is implemented swiftly to support disabled pupils effective.	Pupils with sight problems/registered blind, will be able to access curriculum in line with their peers, due to appropriate adaptions.	April '27	Pupils who are deemed blind or with sight problems, will make good progress due to the adaptions put in place.	July '27
Long Term	Improve use of visuals to increase understanding of written information.	Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories).	SENDCo to train all relevant staff members in how to use Widgit. SENDCo to ensure there is a bank of readymade resources for teachers and TAs to access.	On-going	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.	March '28

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.