



Accessibility Policy

Policy Type	Mandatory
Version	1.0
Author	K. Coates, Director of Education
Approved by / on	Trust Board
Release date	March 2025
Next review date	March 2026
Description of changes	New

Contents

.....	1
1. Aims, scope and principles	1
2. Legislation and guidance	2
3. Monitoring arrangements	2
4. Links with other policies	2

1. Aims, scope and principles

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Schools within Kingfisher Schools Trust always aim to treat pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our values are based on three words: opportunity, community and excellence. We expect all settings to be inclusive environments that enable learners to flourish. Therefore, our staff are trained in equality issues, including those relating to disabilities. The school supports any available partnerships to develop and implement the plan.

The complaints procedure for this school 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.

This policy and school-derived plan will be made available online on the school website, and a free paper copy is available upon request.

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](#).

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 \(2015\)](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments and long-term health conditions.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and update more frequently if necessary. It will be reviewed by the Director of Education in conjunction with Headteachers and SENDCos. It will be approved by the Trust Board.

A Trust expectation is for the accessibility plan to be shared with all staff yearly or more often should changes occur.

4. Links with other policies

This accessibility policy is linked to the following policies and documents:

- SEND Information Report
- Equality information and objectives
- Supporting pupils with medical conditions
- Health and safety policy
- Risk assessment policy

Appendix 1: Accessibility Plan Template

This template is to be amended to meet the needs of students within your school and uploaded to the school’s website under policies and SEND tabs. It is to be shared with all employees at least annually.

Target	Strategies	Timescale	Responsibility	Success criteria
<p>Increase access to the curriculum for students with a disability.</p> <p>Our school offers an adapted curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Adaptations are made to ensure students’ disabilities do not impede their academic progress – e.g. use of coloured overlays for students with Irlens Syndrome</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p> <p>All extracurricular activities are inclusive and accessible to all students</p> <p>Training needs for staff are planned around the need within the student cohort</p>	<p>Learning walks to establish how this is being facilitated in class.</p> <p>Student voice captured routinely</p> <p>Develop teaching aids for setting homework.</p> <p>Consider how the SHS Universal Offer can be expanded to provide scaffolding within homework tasks.</p> <p>Increase expectations for students with SEND and improve outcomes for students with SEND by end of KS4</p> <p>Students with SEND have access to appropriate IT</p> <p>All staff, including temporary and cover, have time to plan for students who need a highly adapted curriculum</p>	<p>Medium Term</p> <p>Short Term</p>	<p>AHT (teaching and learning)</p> <p>Assistant Headteacher (SENCo)</p> <p>HT</p>	<p>More Inclusive curriculum offer with wider participation</p>
<p>Accommodate home visits and/or off site meetings where this is preferred</p>	<p>Ensure meetings can be offered in alternative locations to support students and their families e.g. home visits, neutral location</p>	<p>Short Term</p>	<p>Assistant Headteacher (SENCo)</p>	<p>More Accessible for all participants to ensure participation.</p>
<p>Improve and Maintain access to the Physical Environment</p>				
<p>There is a lift to all floors in both school buildings</p>	<p>Maintain access, lift doesn’t currently have a call button if someone needs assistance</p>	<p>Short term</p>	<p>Site Team</p>	<p>Safer for students to move around different floors.</p>
<p>We create Personal evacuation plans for relevant staff and students (PEEPs)</p>	<p>Developed when we have a student who can’t access usual routes of evacuation</p>	<p>Long Term</p>	<p>Assistant Headteacher (SENCo)</p>	<p>Safer for all students</p>
<p>Stairs – the stairs within the building should have the first and last steps clearly marked. This is a</p>	<p>Mark first and last stair in each staircase clearly with a contrasting colour.</p>	<p>Short Term</p>	<p>Site Team</p>	<p>Safer for all students</p>

standard policy in most schools as it acts as a warning. Both tread and rise should be marked with a contrasting colour. Those with depth perception issues could find it difficult to discern steps/drops or undulations				
The open nature of the 2nd and 3rd floors with clear glass making the lower floors clearly visible could cause some discomfort to some people. Having a line along the edge under the glass panel may make it more acceptable and comfortable for those with conditions such as vertigo or a fear of heights	Mark the edge of the balcony on the 1st and 2nd floor clearly with a contrasting colour.	Short Term	Site Team	All people to be comfortable accessing the first and second floor and not reducing accesses to upper floor resources.
There are disabled parking spaces and accessible pathways from the front of the building, including a dropped curb.	Ensure access remains and is not blocked and that surfaces are repaired if necessary	Long Term	Site Team, Reception Team	More accessible to all visitors not reducing the chance to access the building
There is good sufficient lighting from the car park across the school land for access to the main building and the Oasis building.				Safer for all site visitors and students.
Reception has portable hearing loops if needed for visitors.	Signage visible for those who may need to use it and can ask.	Long Term	Reception Team	All visitors can clearly communicate on site.
Classroom interiors to be adapted to ensure access to all areas with sensory needs e.g. removing clutter to ensure safe access, standing desks installed where appropriate. Specialist spaces have wide doorways to allow easy access for those in wheelchairs.	Rooms where standing desks are needed have been installed. Alternative strategies are in place where we are unable to install desks; such as allowing students to safely stand.	Medium Term	Teaching staff, curriculum leaders, SLT	Widening participation
Inclusive signage minimises cognitive load.	Signs do not include braille for those with sight issues. Signs and boards in school are not always dyslexic friendly fonts.	Short Term	Site Team Curriculum Leads, Teaching staff	Ensuring clarity and accessibility
The lesson changeover pips is configured to be a compatible sound for all. The fire drill sound also considers any hearing barriers and anxieties.	The lesson changeover signal is compatible and considerate of SEND learners needs. The fire drill sound is different	Short Term	Site Team	Safer to all on site to access evacuation needs.
Ensure any student that requires additional support can be safely evacuated Ensure Personal Emergency Evacuation Plans (PEEPS) are in place for all students with difficulties. Ensure all staff are aware of their responsibilities and appropriate evac chair training takes place annually.	All students can exit to secure point in the event of a fire drill and them being unable to exit the building independently.	Short Term	Welfare officer Assistant Headteacher (SENDco)	Ensuring safer removal from the building despite of disability or need.

Improve the delivery and availability of information to students with a disability				
Our school uses a range of communication methods to make sure information is accessible.	<p>The SEND Information Report and Accessibility Plan are available online and in hard copy from Reception</p> <p>SENDIASS is promoted through meetings and information is shared about Family Information Service and the Local Offer</p> <p>Meetings are held when and where parents are able to attend</p> <p>Developed communication channels and review processes that enable two-way information sharing with families via Provision Map and SENDCo email address</p> <p>Laptops provided to assist students with learning difficulties</p>	Long Term	Assistant Headteacher (SENCo)	Improved communication around Accessibility for all.
Ensure compliance with Disability Discrimination Act (DDA) 1995 and Code of Practice.	Staff and governors refreshed about the requirements and obligations of DDA, and of the Accessibility Plan through staff meetings and CPD	Medium Term	HT	Compliance achieved.