



Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

'This little light of mine, I'm going to let it shine!'

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15



“Unlocking the Future”

TKAT Accessibility Plan

Policy Level and Description:	1	<u>TKAT Statutory Policy</u> NO CHANGES TO THE CORE TEXT ALL Schools require a policy on this topic/area. Only changes to highlighted sections are allowed to the core text – changes will be limited to school name and very limited school-specific details - LGBs to adopt, implement and monitor this policy.	
Reviewed by: (Trust Officer)	Amanda Snow COO	Reviewed by: (School representative)	Stuart Bevan Headteacher
Approved by: (Trust Committee/Trust Board)	Premises	Approved by: (LGB/LGB Committee)	Polly Harris Chair of Governors
Trust approval date: (dd/mm/yyyy)	20/03/2025	LGB/LGB Committee approval date: (dd/mm/yyyy)	31/03/2025
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This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all pupils and staff within the Trust.

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

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 schools' aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Support from local agencies includes for example: NHS Speech and Language Therapists, NHS Visual Impairment Team, Sensory Consortium Educational Psychologists, Occupational Health Therapist and CAMHS.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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](#), '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 an auxiliary aid or adjustments to premises.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a scaffolded curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Special arrangements are made for disabled students to participate in school trips • TAs are assigned to support individuals/groups with their learning 	<p>To ensure full access to the curriculum for all children</p>	<p>When necessary CPD training involving outside agencies for specific needs</p> <p>Provide a scaffolded curriculum for an individual child's needs with appropriate resource to make the curriculum accessible for all</p> <p>If needed source specific learning resources and equipment from specialist services</p> <p>Monitor IPPs and continue to develop to ensure they are always effective for all pupils</p>	<p>SENDCo SLT Class Teachers LSA</p>	<p>Ongoing</p>	<p>Transition for pupils from Nursery or between schools will be smooth and pupils will have appropriate resources and access to the curriculum</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps to some but not all areas of the school • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Seating plans are organized according to the needs of individual pupils 	To continue improving the physical environment of the school	Take into account the needs of all pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises, such as improved access, lighting and more accessible facilities and fittings.	SLT Governors	Ongoing	The needs of all staff and visitors with physical difficulties are met.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	To ensure that parents and pupils are made aware of alternative methods to access the school website, school brochure, newsletters and any other material	The school will make itself aware of processes available for converting information into alternative formats	SLT SENDCo Class Teachers	Ongoing	Information is delivered well to all pupils and parents including those with a disability

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Local Offer