



Accessibility Policy

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An academy within:



“Learning together, to be the best we can be”



1. Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - The Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - DfE (2014) 'The Equality Act 2010 and schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2 The school recognises its duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different groups

1.3 The Equality Act 2010 defines disability as 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.

- 'Long term' generally means lasting, or likely to last, 12 months or more
- 'Substantial' means more than minor or trivial.

1.4 The school recognises that:

- Not all disabled pupils have SEND
- Not all pupils with SEND are disabled under the Equality Act 2010.

1.5 In line with statutory expectations, the school will:

- Publish and regularly review its Accessibility Plan (at least every three years)
- Make reasonable adjustments to prevent substantial disadvantage
- Ensure disabled pupils can participate fully in school life, including the curriculum, enrichment activities and wider provision.



2. Access and School Policy and Procedures

- The school meets its duties under the Equality Act 2010 and related statutory guidance by ensuring that all pupils can access learning, the curriculum, and the physical and digital environment. Reasonable adjustments are made proactively to remove barriers to participation and achievement.
- We have three key areas of work to focus on:
 - 2.1 Access to the curriculum
 - 2.2 Improving access to the physical environment
 - 2.3 Making information accessible

3. Admissions

- Admissions are in line with the school's Admission Policy, applying fair and equal criteria.
- The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- The school gathers detailed information before entry to support planning. Families are invited to admission meetings to ensure needs are understood and provision is in place.

4. Access to the Curriculum

- 4.1 The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability.
- 4.2 The school delivers:
 - A highly adapted curriculum
 - Differentiated teaching and personalised learning pathways
 - A focus on independence, engagement and participation



- Clear learning objectives for all pupils.
- 4.3 Communication is supported through a Total Communication approach, including:
- Makaton
 - Symbols and visual supports
 - Assistive Technology
- 4.4 Pupils have access to appropriate digital tools to support learning and independence.
- 4.5 The school works with:
- NHS Physiotherapists
 - Speech and Language Therapists (SALT)
 - Occupational Therapists (OT)
 - External professionals and local authority services
- 4.6 Provision is aligned with each pupil's Education Health and Care Plan (EHCP)
- 4.7 The school provides specialist provision including:
- Rebound Therapy
 - Hydrotherapy
 - Intensive Interaction
 - Sensory integration
 - Physical and movement based learning
- 4.8 The school ensures that safeguarding and wellbeing are embedded in curriculum access, in line with national safeguarding guidance.

5. Access to the Physical School Environment

- The school environment is designed to support accessibility, including:
 - Ramps and level access
 - Accessible outdoor spaces

- Covered outdoor learning areas
- The school considers accessibility in all developments, including:
 - Lighting
 - Acoustics
 - Colour contrast
 - Specialist equipment and adaptations
- Facilities include:
 - Accessible toilets and changing areas
 - Hoists and specialist equipment
 - Accessible play and learning spaces

5.4 The school regularly reviews the environment to ensure it meets the needs of pupils and visitors.

6. Making Information accessible

- Information is provided in accessible formats using:
 - Visual supports – objects of reference
 - Symbols and images
- Communication methods include:
 - Electronic communication
 - Verbal sharing where appropriate
 - Adapted written materials
- The school will use external services where needed for:
 - Translation
 - Alternative formats
- The school promotes the fundamental British Values of Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school supports pupils and families with English as an Additional Language (EAL) by:

- Using translation services
 - Adapting communication methods
 - Working collaboratively with families
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- The school values families as partners and experts in identifying effective accessibility strategies.
 - The school promotes spoken and written English while ensuring inclusion and accessibility.

7. Action Plan

- The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

8. Digital Accessibility Commitment

- 8.1. As part of our ongoing efforts to ensure inclusivity, Kelford School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.
- 8.2. We aim to ensure that:
- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
 - Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
 - Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.
- 8.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.



8.4. Non-digital information will also be made available, where appropriate, in an alternative format to ensure accessibility.

9. Links with other Policies

9.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	e.g. Differentiated curriculum Tailored resources Curriculum resources Progress tracking Appropriate targets Regular review of curriculum	Review the curriculum ensuring it is appropriate differentiated for those with SEND. Ensure resources are personalised for pupils to be able to access the appropriate curriculum. Ensure targets are personalised but aspirational for pupils.	Curriculum Lead to review the curriculum on going. Subject leaders to ensure they have appropriate resources for their subject areas. Assessment lead to work with teachers on setting targets for learners.	Curriculum Lead All subject leads Curriculum Lead and teachers	On going July 2026 ongoing at pupil progress reviews	The curriculum is fit for purpose and pupils with SEND learn the knowledge and skills they need to live a fulfilled life. Pupils can access all areas of the curriculum with fun and stimulating resources Pupils make progress in their learning and success is celebrated.

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment ensuring it is accessible to pupils	Ramps	Ensure the School is accessible for all pupils.	Review the school physical environment for accessibility	HT and SRM	Autumn 2026	The school is fully accessible for its pupils.
	Disabled parking bays					
	Disabled toilets and changing facilities	Ensure the Equipment in school is fit for purpose	Review equipment that supports those with physical disabilities (hoists, changing beds)	AHT for Sensory & Physical	Autumn 2026	Pupils with physical disabilities are able to access all areas of the school.
			Ensure outdoor learning spaces are accessible for pupils	AHT's	Spring 2027	All pupils access appropriate outdoor learning.

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage large print Induction loop Pictorial or symbolic representations	Ensure those with VI needs are getting information printed in appropriate size/Text	Leaders to review VI list, and check that this is in EHCP and guidance happening in class	Leaders	Autumn 2026	Pupils' VI needs are being met ensuring
		Ensure that Makaton is used school wide.	Review all displays and print information in school to be Makaton friendly.	JC	Autumn – ongoing	Pupils can navigate the school through symbol support.
		Ensure new staff are trained in Makaton	Ensure CPD rota is made to be ongoing	Headteacher	Autumn– ongoing	Staff have the skills to ensure they can meet all pupils' communication needs.
		Ensure a communication strategy is implemented across school.	Strategy to be delivered to all staff. Pupils to be assessed regularly around their communication skills	JC & all teachers	Autumn and ongoing	Staff understanding around communication and its importance and Pupils have the appropriate pathways to learn how to communicate wants and needs.