



Accessibility Plan

Date Published	July 2023
Version	1
Approved Date	July 2023
Review Cycle	Annual
Review Date	July 2024

An academy within:



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



1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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.

1.2. At Kelford School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. At Kelford School we want:

- We want our school to be a positive, ambitious, welcoming and nurturing place where everyone is respected and listened to.
- We want everyone to be supported and challenged to reach their potential and be prepared for the next step in their lives.
- We uphold high expectations and take pride in ourselves, our successes, our achievement and our work.

Our Vision is underpinned by our Values:

- **P**upil voice – enabling all learners to communicate their needs, choice and control.
- **R**espect – respect for one another and our environment.
- **I**ndependence – encouraging all learners to be as independent as possible.
- **D**ignity – implementing the highest levels of care and concern at all times.
- **E**ntitlement – the right to receive a broad and balanced, high quality, personalised learning programme.

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

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



2. Legislation And Guidance

- 2.1. This plan 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 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.
- 2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

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

4. Links With Other Policies

- 4.1. This plan is linked with the following policies and documents:
 - Nexus Single Equalities Policy
 - SEND Annual Statement
 - 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.	Differentiated curriculum Tailored resources Curriculum resources Progress tracking Appropriate targets Regular review of curriculum	Complete Equality, Diversity and Inclusion Audit – specific focus section 4 Curriculum and Resources.	Monitor displays, resources and curriculum content.	Curriculum Lead and Headteacher	July 2024	The school curriculum promotes and celebrates equality and inclusion. Displays promotes and celebrates equality and inclusion.
Improve and maintain access to the physical environment	Ramps Disabled parking bays Disabled toilets and changing facilities	Complete Equality, Diversity and Inclusion Audit – specific focus section 2 school environment.	Audit all spaces in school to ensure they are inclusive and non-discriminatory.	Headteacher	End of Autumn 1	Spaces are inclusive and non-discriminatory.