



Accessibility Plan

Approved by:

Last reviewed on: January 2025

Next review by: January 2028

Responsible for review: Deputy Head teacher Curriculum/ SENCO

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Ethos:

Kineton High School aims to create a seamless educational experience for our students across all key stages to develop responsible, capable and confident young people who are active citizens in the 21st Century. We look to continually progress, building on success and acknowledge that provision changes over time. We will maximize student achievement in school through a rich and ambitious curriculum and encourage all to accept and live by our values of 'Ambition, Respect and Kindness' whilst striving to 'achieve personal best'. The school will be recognised by our staff, parents and the local community as providers of a safe, creative and ethical environment. Our new buildings will also be a recognised and welcomed space for use by the local and wider community.

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 availability of accessible information to disabled pupils.
- Respond to individual student needs to make suitable adaptations to the physical environment
- Overcome potential barriers to learning and assessment for students with a physical or learning disability.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our mission at Kineton High School is for every student 'to achieve personal best' during their time at the school. We value 'Ambition, Respect and Kindness' and are determined that every member of the community upholds these values. To that end, this plan will support our aims.

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 and collaborates any available partnerships to develop and implement the plan. We will work closely with our partner schools in the Stowe Valley Multi-Academy Trust; Warwickshire local authority and our local governing board in order to achieve the aims of this policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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](#).

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.

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as: Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.

Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Kineton High School is committed to making reasonable adjustments for students with physical disabilities and learning disabilities and in conjunction with the SEND Policy. These are explained further below.

Information of Students' Needs and Plans for Accessibility

- Whole staff training is provided to share information on individual students. Where appropriate, specific advice is provided from Advisory services such as IDS (Integrated Disability Service), the Visual Impairment or Hearing Impairment Team
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on ClassCharts in SEND passport information.
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files.
- Individual students are reviewed by the SEND team and any relevant actions for modifying reasonable adjustments are made.

Accessibility and Reasonable Adjustments for Students with Physical Disabilities:

- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities
- Inclusion team review all information and arrange for a meeting with the student and family before the point of transition
- Where the student also has an Education, Health and Care plan (EHCP), the SENCo or Deputy SENCo attends the relevant review
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art
- Where appropriate, students have access to IT to support with visual impairments
- During the first two weeks of transition to Year 7, the SEND team track and monitor how well students are accessing the physical environment and report back to the SENCo who liaises with support staff
- There are lifts in the science block and the new main block; All three blocks are now fully accessible. There are accessible toilets across the school site.
- Where appropriate, students are permitted to leave lessons 3-5 minutes earlier than other students, with a peer, to allow for ease of accessibility across the site.
- Once risk assessed, and if deemed a reasonable adaptation, students may be given a lift key for ease of mobility around site and to support independence
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings

Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Pastoral/ Inclusion Team alongside the SENCo, lead the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year. This includes Neurodiversity awareness, and supporting students who are Neurodiverse
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students.
- Support and advice on effective differentiation strategies are provided through workshops, through feedback from observations and learning walks and as part of whole staff training, ECT training and new staff training.
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve.
- At Key Stage 4, through consultation with the student and their family, students embark on an option package alongside core subjects. At times, more bespoke or individual packages might be considered.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>	<p>Our school offers a broad curriculum for all pupils and will personalise this or make adjustments when necessary. Every pupil is entitled to full access to the national curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. When necessary, we seek advice as to what these resources are.</p> <p>Academic Targets are set and are appropriate for pupils with additional needs or done in liaison with these students and their parents/ carers.</p> <p>Every pupil with SEND has a 'Passport' to ensure lessons are appropriately adapted. This is co-constructed with parents and the pupils (with input from staff)</p>	<p>Increase access to the curriculum for pupils with a disability by:</p> <p>Staff to be confident using equipment to support students with disabilities eg microphones, standing desks, wobble boards etc</p> <p>Staff to be confident in continuing to adapt their teaching to the needs of all students.</p> <p>Long term: Ensure technology is updated and adapted to match need, updated exam requirements and new technology.</p> <p>Explore the use of AI and technology to enhance learning for</p>	<p>Review the PE/sport/extra curricular provision across the academy to ensure that an accessible progress pathway is available for disabled students</p> <p>Monitor the SOL reviews to ensure that the curriculum is accessible for all students.</p> <p>Training on equipment etc to be provided to staff as needed</p>	<p>AW/JLA</p>	<p>September 2025</p>	<p>A broad and balanced curriculum is maintained and all students have access to it.</p> <p>Student progress in learning, exams – IR data/ A2L, results SEN behavior linked to learning reduced, need to identify current situation.</p> <p>Improved attendance for SEND pupils</p> <p>Passports updated and highlight technology available and good practice Learning walk/ lesson observation – implementation of toolkit – evidence! CPD sessions to staff</p>

	The curriculum is reviewed regularly to ensure it meets the needs of all pupils.	those unable to attend lessons full time. Ensure all students have access to the full range of extra- curricular activities by ensuring reasonable adjustments in place	Explore barriers to attendance.			Number of circle of adults
Improve and maintain access to the physical environment and social spaces	The new building is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> The main school, sports hall and science block are fully accessible. There is an elevator in the Science block (2017) and in the new building (opened 2024) 2024-25 There are 3-4 visitor parking bays at the south end of the sports hall. This is a temporary arrangement during the demolition/ landscaping phase. Disabled toilets are located across the school and on each level of the new building, including the main reception. The main areas in the school are all accessible 	<ul style="list-style-type: none"> * Ensure that disabled visitor parking is allocated during the current phase of the new building * Ensure parking for evening events is clear and all visitors are able to park- identify parking spaces in advance of each event * Furniture: ensure that wheelchair users can access the dining areas and tables with ease. * Outdoor picnic bench that allows wheelchair access. * Ensure students are assessed as they join the school and PEEPS are communicated effectively to all staff 	<ul style="list-style-type: none"> Events are pre-planned effectively- site team to ensure disabled parking available Identify a disabled parking space in temp parking area Submit a bid for additional outside furniture and ensure this is accessible to all 	All actions to be completed by the site manager/ Trust facilities lead HB/ head	Action points to be reviewed annually	Pupils with mobility issues/ hearing and visual impairment can access all areas of the school.

	<p>as are classrooms and workshops</p> <ul style="list-style-type: none"> • PEEPs (Personal Emergency Evacuation Plans) all students with a physical disability that would prevent them evacuating from the building as all other students have a PEEP. 					
<p>Improve the delivery of information to pupils with a disability</p>	<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 which is reviewed regularly – navigation signage is across the new school • Large print resources are used by teachers as stated in student toolkits • Pictorial or symbolic representations in lessons where available • Ensure that all parents who may have physical disabilities are able to access events related to the education of their children (eg. Parents' evenings, productions etc) 	<ul style="list-style-type: none"> • Ensure signage across the new school is fully inclusive- review regularly • Update passports regularly to ensure requirements for printed resources are updated 		<p>Site manager/ Senior leaders</p>	<p>Ongoing</p>	<p>Improved communication with parents</p> <p>Students access the curriculum effectively</p>

	<ul style="list-style-type: none">• SENCO runs weekly clinics on TEAMS for parents to book onto					
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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 the Governors' student committee.

5. Links with other policies

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

- Health and safety policy
- Equality Statement (SVT)
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions
- Data Protection policy
- Examinations policies

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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