

# THINKING SCHOOLS ACADEMY TRUST



## ACCESSIBILITY PLAN

“Transforming Life Chances”

# Kings Ash Academy

This policy was adopted on	May 2025
The policy is to be reviewed	May 2027

(Version 2)

## 1. Vision Statement

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

Kings Ash Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

### The School Vision Statement

To transform life chances by:

- Providing an educational framework that promotes the development of effective habits and cognitive structures
- Challenging everyone to aspire to and to strive for personal excellence
- Enabling each individual to realise their potential and have mastery of their own destiny
  - Believe and Achieve

The 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.

The 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.

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



Signature: \_\_\_\_\_

Date: 13.05.2025

Name: Rob Fitzsimmons

Position: Headteacher

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 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>Established practice and practice under development</i>	Person(s) responsible	Check of good practice completed and any comments/further actions required	Date to complete
<b>To implement and maintain a monitoring system to support students with a disability.</b>	<ul style="list-style-type: none"> <li>• Maintain a register of children with a disability</li> <li>• Monitor patterns of attendance</li> <li>• Monitor participation in off-site activities and residential visits</li> <li>• Record student achievements</li> </ul>	SENCO/SAC/SLT/DSL	<ul style="list-style-type: none"> <li>• Kings Ash Academy has a SEND register which is monitored and updated by the SENCO.</li> <li>• All attendance is carefully monitored and followed up by the Senior Attendance Champion and the Safeguarding team</li> <li>• Senior Leaders track student participation in extra-curricular activities and trips, to ensure the participation of students with SEND and disabilities.</li> </ul>	<b>September 2025</b>

<b>Increase access to the curriculum for students with a disability</b>	<ul style="list-style-type: none"> <li>• The school offers a differentiated curriculum for all students.</li> <li>• The curriculum is reviewed annually to ensure it meets the needs of all students.</li> <li>• Staff have access to SEND resources, which are tailored to the needs of students who require support to access the curriculum.</li> <li>• Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc. and plan accordingly.</li> <li>• Teachers, LSAs and Pastoral staff have access to specific CPD for disability issues</li> <li>• Curriculum resources include examples of people with disabilities.</li> </ul>	Principal	<p>- Individual Assessments We will conduct regular assessments in line with the Assess, Plan, Do, Review cycle to identify the specific needs of disabled students. This includes working closely with parents, guardians, and external professionals to create tailored support plans.</p> <p>- Teaching Strategies: We will continue to embed adaptive teaching methods to cater to various learning styles. This may involve the use of assistive technology, differentiated instruction, and alternative</p>	<b>September 2025</b>
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	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all students, including those with a disability.</li> <li>Targets are set effectively and are appropriate for students with additional needs.</li> <li>Students have full access to trips and extra-curricular activities. <ul style="list-style-type: none"> <li>Risk assessment prior to trips</li> <li>Plan trips and activities with parents to ensure access</li> <li>Provide support for students to ensure they can access out of hours activities</li> </ul> </li> <li>PSHE/RSHE curriculum reviewed to ensure disability awareness is taught effectively</li> <li>Provide opportunities for children to meet with people with a variety of disabilities.</li> <li>Review provision in other areas of the curriculum e.g. PE</li> <li>Purchase books and other resources that promote positive images of disability</li> <li>Invite disabled speakers and visitors to assemblies, events</li> </ul>		<p>assessment strategies to meet individual needs.</p> <p>- Training for Staff: We provide ongoing professional development for staff to enhance their understanding of disability awareness and inclusive teaching practices. This ensures that all educators are equipped to support disabled students effectively. This will be delivered by the SENCO at CPD sessions throughout the year.</p> <p>- Curriculum Adaptations: We have made necessary adaptations to the curriculum to ensure it is accessible, including providing materials in different formats (e.g., braille, large print, audio) and offering additional support for exams and assessments</p>	
<p><b>Improve and maintain access to the physical environment – where it is reasonable to do so</b></p>	<p><i><b>If reasonable to do so - the environment is adapted, or will be adapted, to the needs of students as required</b></i></p> <p><i><b>This includes:</b></i></p> <ul style="list-style-type: none"> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Aids are provided for those who are visually impaired – for example edge of steps marked with yellow</li> </ul>	<p>Thinking Facilities / School</p>	<p>- Site Assessments: We regularly assess our site for accessibility challenges. This includes identifying barriers such as stairs, narrow hallways, and inaccessible facilities. We ensure that the lifts are well maintained and functioning.</p> <p>- Facilities Improvement: We make necessary modifications to physical environments, including installing ramps, lifts, accessible toilets, and designated</p>	<p><b>September 2025</b></p>

	<ul style="list-style-type: none"> <li>• Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan).</li> <li>• Parents/carers are consulted about access needs during transition/when a child is admitted to the school</li> <li>• Parents/carers and children are consulted about access in review meetings</li> <li>• Information on the needs of users and students.</li> </ul>		<p>parking spaces for disabled individuals. This will need reviewing when students with disabilities join the school, to ensure their individual needs are met.</p> <p>- Clear Signage: We ensure that all signage within the Academy is clear, visible, and easy to understand. This includes using symbols where appropriate.</p> <p>- Emergency Evacuation Plans: We develop and communicate tailored emergency evacuation plans for disabled students, ensuring they can evacuate safely in case of an emergency. Additional training is provided for staff involved in evacuations e.g. EVAC Chair training.</p> <p>- Feedback Mechanisms: We have established channels for feedback and suggestions regarding accessibility from students, parents, and staff to identify areas for improvement. This is discussed by the SENCO at Annual Reviews for students with an EHCP and regularly reviewed. For students with a SEND Learning Plan, these reviews will be conducted by the SEND House Liaisons in collaboration with parents and the student as part of their Learning Plan reviews.</p> <p>- Partnerships: We collaborate with local organisations and disability advocacy groups to enhance our understanding of accessibility needs and best practices. This</p>	
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			will include working with speciality teams such as the VI team and specialist nurses.	
<b>Improve the delivery of information to students with a disability</b>	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Ensure Teachers, TAs and governors have access to specific training for disability issues</li> <li>• Ensure that all staff can differentiate the curriculum and are aware of SEN resources</li> </ul>	Principal	<p>Use Multiple Formats:</p> <ul style="list-style-type: none"> <li>- We can provide information in various formats, such as written text, audio, video, and visual aids. This caters to different learning preferences and needs.</li> <li>- We ensure that materials are available in accessible formats, large print, and digital formats compatible with screen readers.</li> </ul> <p>Clear and Simple Language:</p> <ul style="list-style-type: none"> <li>- We encourage staff to use straightforward and concise language in all communications. We avoid jargon and complex phrases that may be difficult to understand, or explicitly teach their meaning in scenarios where they are required.</li> <li>- Teaching staff break down information into smaller, manageable sections, using bullet points or numbered lists for clarity.</li> </ul> <p>Visual Supports:</p> <ul style="list-style-type: none"> <li>- Staff incorporate visuals, such as diagrams, flow maps, and infographics, to complement written information and aid comprehension and utilise Thinking Maps to support in the understanding and organisation of thinking.</li> <li>- Teaching staff use clear and contrasting colours in visuals to enhance readability for students with visual impairments.</li> </ul>	<b>September 2025</b>



			<p>Assistive Technology:</p> <ul style="list-style-type: none"><li>- We provide access to assistive technologies, such as pen readers, speech-to-text software, and other tools that can help students engage with information more effectively.</li><li>- We work with the TSAT IT team to ensure that all digital content is compatible with assistive technologies.</li></ul> <p>Interactive Learning:</p> <ul style="list-style-type: none"><li>- Curriculum areas implement interactive and hands-on learning experiences that allow students to engage with information actively. This can include group work, discussions, and practical activities.</li><li>- We use online platforms that offer interactive features, such as quizzes and forums, to enhance engagement.</li></ul> <p>Regular Check-Ins:</p> <ul style="list-style-type: none"><li>- Teaching and pastoral staff conduct regular check-ins with students to assess their understanding of the information provided. This allows for adjustments and personalised support as needed. Ensure students who are using assistive technology can report any issues.</li><li>- Kings Ash Academy encourage open communication, inviting students to express any difficulties they may encounter with the delivery of information. We use Student Voice sessions, trusted adults from the pastoral</li></ul>	
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			<p>teams and the safeguarding team to facilitate this.</p> <p>Training for Staff:</p> <ul style="list-style-type: none"> <li>-We provide training for teachers and staff on best practices for delivering information to students with disabilities. This can enhance their awareness and skills in creating an inclusive learning environment. We ensure staff are given time as a department to discuss and share resources, with a particular focus on consistent use of Thinking Maps.</li> </ul> <p>Collaboration with Support Services:</p> <ul style="list-style-type: none"> <li>- The SEND team work closely with special education staff, health services, the Educational Psychologist, and disability services to ensure that all students receive the appropriate support and resources.</li> <li>- We develop individualised learning plans (ILPs) for students with disabilities, outlining specific strategies for delivering information effectively. This is undertaken by the SENCo and teacher in collaboration with students and parents.</li> </ul>	
<b>Ensure that disabled adults are considered equally with others for posts in the school.</b>	<ul style="list-style-type: none"> <li>• To welcome all applicants for teaching and TA posts</li> <li>• To encourage all members of the community to consider becoming a governor.</li> </ul>	Principal Governors	<p>Accessible Job Advertisements:</p> <ul style="list-style-type: none"> <li>- We will use clear and straightforward language in job descriptions and clearly show that applications are welcome from all suitable candidates, regardless of disability.</li> </ul>	<b>September 2025</b>

			<p>Application Process:</p> <ul style="list-style-type: none"> <li>- We will clearly communicate the application process, including timelines and expectations.</li> </ul> <p>Reasonable Adjustments:</p> <ul style="list-style-type: none"> <li>- We will include information in job postings on how candidates can request reasonable adjustments during the application process and interviews.</li> <li>- We will be proactive in offering adjustments of a candidate highlights a barrier.</li> </ul> <p>Clear Communication:</p> <ul style="list-style-type: none"> <li>- We will maintain open lines of communication with applicants throughout the process and ensure they know who to contact for questions or support.</li> <li>- We will provide feedback to applicants, particularly those who may not be successful, to help them improve for future opportunities.</li> </ul> <p>Post-Application Support:</p> <ul style="list-style-type: none"> <li>- Once hired, we will ensure that disabled employees receive the support and resources they need to succeed in their roles.</li> <li>- We will regularly check in with them to assess their ongoing needs and make necessary adjustments.</li> </ul> <p>Evaluate and Improve:</p>	
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			- We will regularly review our recruitment processes and policies to identify areas for improvement regarding accessibility and inclusivity.	
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## **4. Monitoring arrangements**

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher

## **5. Links with other policies**

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy