KINGSBURY SCHOOL

Accessibility Policy

LOCAL LEVEL POLICY

REFERENCE NO:	007	DATE PREPARED: 5th June 2021	DATE REVIEWED/REVISED: 16th March 2026
Policy compiled by: M. Clarke		Approved by the Local Governing Body: Signed: Helen Hewlett (Chair) Date: 17th March 2026	
Signed: Martin Clarke On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: March 2029			

Date	Notes
March 2026	Policy reviewed by M Clarke. Amendments and additions in red text.
17th March 2026	Policy approved by LGB

1. Introduction

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

Our school 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 primary objective is to reduce, and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for students, and prospective students with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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 and recognizes its duty under the Equality Act to:

- Not discriminate against disabled students in their admissions and exclusions, and provides of education and associated services
- Not to treat disabled students less favorably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school supports any available partnerships to develop and implement the plan, specifically as part of Castle Phoenix Trust.

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.

The Kingsbury School Accessibility Plan was compiled using information from the Accessibility User Survey.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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. Kingsbury School recognises that some students may experience 'hidden disabilities' which fall under this definition.

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.

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
Increase access to the curriculum for students with a disability	▪ Our school offers a differentiated curriculum for all students ▪ We use resources tailored to the needs of students who require support to access the curriculum ▪ Curriculum resources include examples of people with disabilities ▪ Curriculum progress is tracked for all students, including those with a disability ▪ Targets are set effectively and are appropriate for students with additional needs ▪ The curriculum is reviewed to ensure it meets the needs of all students	Ensure children with additional needs make as much progress as children of similar prior attainment nationally.	Annual reviews of the school curriculum. Annual curriculum reviews and audits for each subject. Develop **Alternative Provision**, creating a selection of packages that meet the needs of our more vulnerable students.	C Collis Faculty Leaders C Collis L Newman C Collis K Moores	September 2027	All children have resources to enable them to access the curriculum effectively. Children make progress as in line with similar children nationally

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure teachers and support staff have the necessary knowledge and skills to be able to modify work for students with specific needs e.g. dyslexia, Autism, ADHD	▪ Increased provision for our Inclusion/SEND Faculty. An Inclusion Hub is located in the centre of our school. ▪ Ambitious SEND Strategy is in place and communicated to all staff. ▪ SEND information and strategies are communicated via the weekly staff briefing sheet so that teaching staff are aware of SEND barriers and testing/screening outcomes for use in lessons/teaching. ▪ Skilled and dedicated Inclusion Team in place. ▪ Provision Mapping and Individual Education Plans are in place for students with SEND Support. ▪ In-house screening for dyslexia and dyscalculia by our accredited concessions coordinator.	Develop and deliver training sessions for staff on supporting and skills to modify work for students with specific needs e.g. dyslexia, ASD, Autism Implement an **Inclusion strategy** which meets the needs of all students with barriers to learning, ensuring that intervention is targeted and effective. Increase and improve **Inclusion provision**, including leadership accessibility and resources. Develop the expertise and knowledge of Inclusion Support Mentors so that effective support, intervention and advice can be implemented. Utilise CPD, action research and the Educational Psychologist.	Identify CPD training and action research time for Inclusion Team; use of training days and disaggregated time for regular meetings. Plan and deliver SEND CPD for teaching staff so that: ▪ Staff understand the Vision and Key Priorities for Inclusion and SEND ▪ Staff have a better knowledge and understanding of SEND barriers to learning (e.g. autism; SEMH; Speech, language and communication; dyslexia) Create specialist support and resources for teaching staff. Review accessibility of assessment for SEND students; is assessment appropriate, accurate, informative but accessible to SEND students Investigate the offering of the 'Specialist Teaching Service' through Warwickshire Local Authority to: ▪ Support SEND professional development of Inclusion Support Mentors ▪ Provide Strategic SENDCo support and development	K Moores K Moores	July 2027 July 2027	Provision for SEND students is outstanding. Every teacher is a teacher of SEND. Staff utilise their training to ensure that provision for SEND students is appropriate and supports their learning. Students with barriers to learning, including SEND, achieve exceptionally well.

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	The environment is adapted to the needs of students as required. This includes: ▪ Ramps ▪ Elevators in the main building and to access the canteen and upper floors ▪ Two Disabled parking bays ▪ Disabled toilets in the main building ground floor, English Block ground floor, Main Building First Floor and Leisure Centre area. ▪ Library shelves at wheelchair-accessible height ▪ Adjustable height tables in Science ▪ Fire evacuation plan in place ▪ Fire Evacuation Chairs (two). ▪ Wet rooms on the ground floor main corridor and in the Leisure Centre Area.	Continue to audit the school site in relation to ensuring accessibility for disabled students and those requiring wheelchair access.				Students are able to access all areas of the site
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ▪ Internal signage ▪ Large print resources ▪ Pictorial or symbolic representations ▪ Modified examination and assessment papers					Children and families are able to access resources appropriately
Ensure there are enough fire exits around school that are suitable for people with a disability	All fire exits are suitable for people with a disability. Recently fitted fire exits have ramps.	Ensure staff are aware of the need to keep fire exits clear				All disabled personnel and students have safe exits from school in the event of an emergency

Accessible car parking	Disabled members of staff and visitors have a place to park at the front of the school reception. There is wheelchair access to allow people with mobility issues / wheelchairs to access the main school building					There is a place for disabled members of staff and visitors to park throughout the school day

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equal Opportunities Policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1 – Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three in the main building	None		
Corridor access	Due to the location of the lift, corridor access is acceptable. All classrooms are of relatively close proximity.	None		
Lifts	Lift available in the main building to provide access to each floor. Lift also available to access the school canteen (high level).	None		
Parking bays	Two disabled parking bays at the front of reception	None		
Entrances	Main entrance is located close to the disabled parking bays. Easily accessible.	None		
Ramps	Ramps in place at all entrances and exits that are at a higher level.	None		
Toilets	Four sets of disabled toilets available; located appropriately	None		
Reception area	Easily accessible; access for wheelchairs; located near the car park	None		
Internal signage	Internal signage in place	None		
Emergency escape routes	Emergency escape routes are accessible and clearly signposted. Emergency lighting installed.	None		