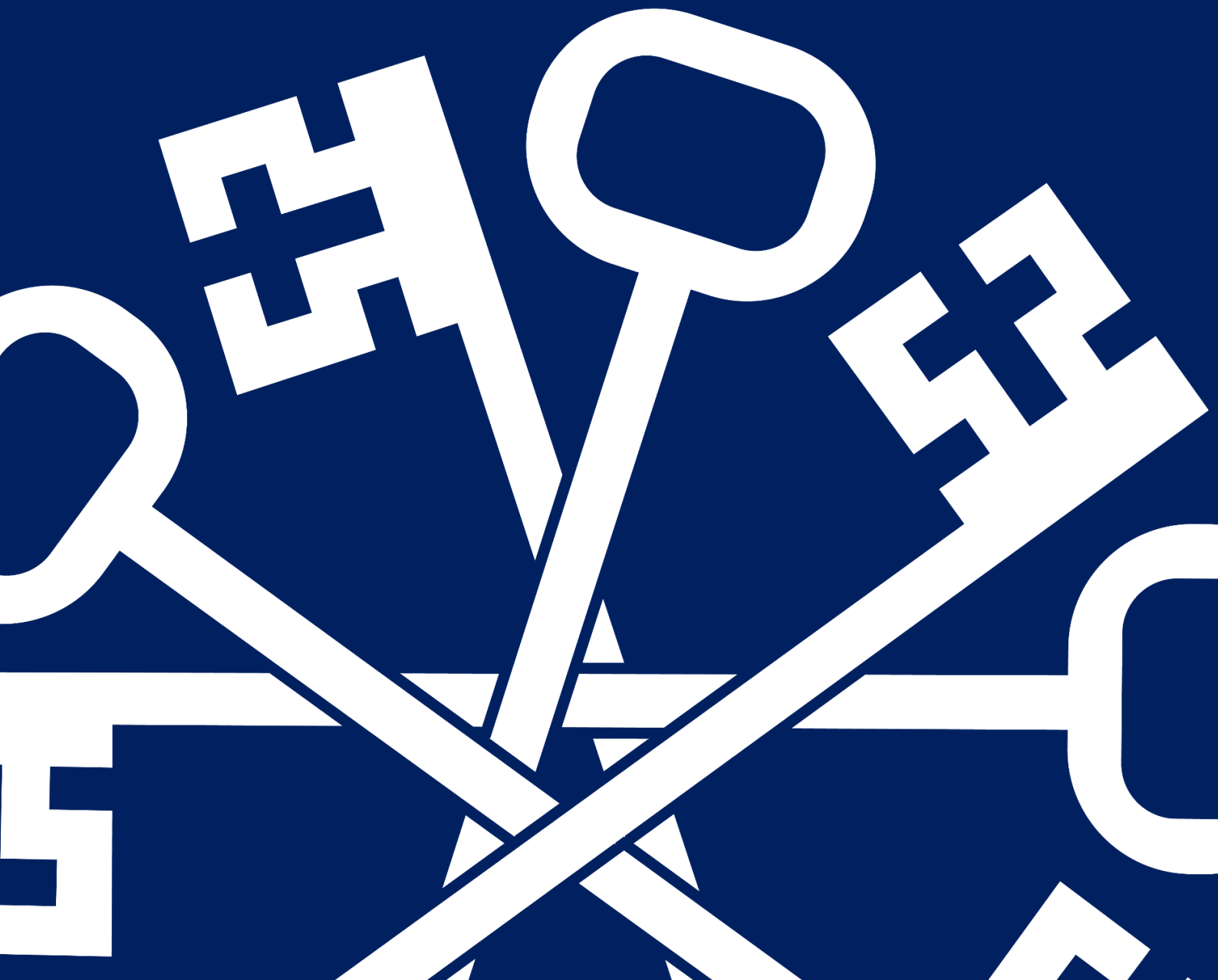




KEYS
ACADEMIES
TRUST

Accessibility Policy and Plan

Version 1.1



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1. Policy Statement

- 1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.
- 1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.
- 1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

- 2.1. No significant changes since first policy iteration.

Introduction

- 2.2. The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
 - a) they have a physical or mental impairment (more than a year), and
 - b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- 2.3. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 2.4. The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 2.5. Keys Academies Trust (“the Trust”) academies are dedicated to ensure that our environment and full curriculum values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

- 2.6. Jack Hunt Academy's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

3. Aims and Objectives

- 3.1. Our Aims are to:
- a) increase access to the curriculum for students with a disability.
 - b) improve and maintain access to the physical environment and take advantage of education associated services.
 - c) improve the delivery of written information to students.
- 3.2. The school's objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
- a) SEND Information Report
 - b) Trust SEND Policy
 - c) Local Offer
 - d) Safeguarding Policy
 - e) Health & Safety Policy
 - f) Staff related policies
- 3.3. This plan will also be used to advise and inform future planning documents and policies.

4. Physical Environment

- 4.1. The school has:
- a) A physical environment which is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
 - b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
 - c) Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
 - d) There are rails where there are steps and slopes to access all aspects of the school grounds.

- e) The building is all on one level / or there is access to a lift / or other such as downstairs rooming as an accommodation.
- f) There are 12 accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- g) Accessible toilets have handrails, an emergency pull cord and easy use taps.
- h) There are 2 ceiling hoists, several manual hoists and plinths suitable to meet the needs of a range of students.
- i) Classrooms have fire exits which can be used for all students.

5. Curriculum

- 5.1. With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- 5.2. The school is aware that other issues may affect the participation of disabled students, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people and follow school policies and procedures to ensure that these are all dealt with effectively.
- 5.3. Where necessary, students have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include writing slopes, different chairs/seats, use of laptops etc.

6. Information

- 6.1. Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

7. Current Activities

- 7.1. We have a close working relationships with feeder primaries and ensure that transition arrangements are organised throughout the summer term before students transition to JHA
- 7.2. Students moving from a KAT primary school to Jack Hunt Academy work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 7.3. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.

- 7.4. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for students with special educational needs and/or disability team.
- 7.5. School use outside agencies, including Health Professionals and Educational Psychology Services.
- 7.6. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 7.7. Schools have systems in place to ensure that we meet the needs of all disabled children and young people including Provision Mapping, which identifies children and interventions.
- 7.8. School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- 7.9. ELSA.
- 7.10. Outdoor education Opportunities
- 7.11. Access to alternative provision, both internal and external
- 7.12. The school also works closely with specialist services including:
 - a) STePS (Specialist Teachers and Educational Psychology Services)
 - b) ASD Specialist & Advisory Teacher
 - c) Educational Psychology Service
 - d) Sensory support for children with visual or hearing needs
 - e) Parent Partnership Service
 - f) SALT (Speech and Language Therapy)
 - g) LAC (Looked After Children)
 - h) Family Intervention Worker to support families

8. Health Provision delivered in school

- a) Additional Speech and Language Therapy input to provide a higher level of service to the school
- b) School Nurse
- c) Occupational Therapy
- d) Physiotherapy
- e) Community Paediatrician

- f) CAMHs (Child and Adult Mental Health)
- 8.2. The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:
- a) Hearing impairment
 - b) Physical disability
 - c) Visual impairment
 - d) Specific medical conditions including asthma, eczema, diabetes
 - e) Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - f) Autism
 - g) Speech, language and communication needs (SLCN)
 - h) Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome Physiotherapy
- 8.3. Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

9. Review and Implementation

- 9.1. The Accessibility Policy is reviewed annually by the Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

10. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jude MACDONALD	06/06/2023
1.1	Policy reviewed	Rachel Hunt	24/09/2025

Appendix 1: Accessibility Plan

10.1. This plan is designed to improve accessibility using three areas of focus:

- a) Quality of Education (access to the curriculum)
- b) Improving access to the physical environment
- c) Improving the availability of accessible information for disabled students.

10.2. It should be read in conjunction with the Trust Accessibility Policy, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure all lessons are accessible for students with SEND	Audit curriculum accessibility annually; staff CPD on adaptive teaching	SENDCo Deputy Headteacher Quality of Curriculum	Ongoing
Improve SEND systems, process and delivery of provision	Provision Map (SEN Register) is up to date and available for all	SENDCo	Ongoing
Provide targeted interventions and personalised support.	Regularly review and update EHCPs and SEND support plans. Use data tracking systems to monitor progress of students with disabilities and respond accordingly.	SENDCO Deputy Headteacher Quality of curriculum	Ongoing
Ensure consistent curriculum accessibility and accessibility of extracurricular activities	Ensure appropriate equipment is in place for PD student and staff. Ensure school site and equipment is as accessible as possible to all student and staff. Make reasonable adjustments to ensure PD students can access trips, day visits and residential visits.	SENDCO Deputy Headteacher Quality of curriculum	Ongoing
Increase the competence and confidence of all staff to meet the needs of PD students.	Ensure all staff have knowledge of the needs of all students they teach. Ensure staff working with PD students have access to appropriate CPD. Ensure staff working with PD students have access to appropriate CPD around PD needs.	SENDCo/PD Hub Manager and Lead	Ongoing

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Ensure that the school site is physically accessible to all students, staff, and visitors	Conduct a regular accessibility audit of all buildings and grounds. Install or maintain ramps, handrails, lifts, and automatic doors as needed. Ensure accessible toilets are available and properly maintained.	Bus Manager and facilities team	Annual / Ongoing
All areas incl. corridors, pathways and access points: wheelchair users or those with mobility aids should be able to navigate the site with ease	Carpark bays need highlighting including disabled bays Tactile paving and visual marking should be evident at the top and bottom of external stairways and ramps	Site team/facilities	Ongoing
Improve classroom and learning space accessibility	Review and adjust classroom layouts to accommodate mobility aids. Provide adjustable desks and chairs where needed. Implement quiet spaces or sensory rooms for student with autism or anxiety-related conditions.	SENDCo Class Teachers	Ongoing
Moving around and evacuation: ensure corridors around the site are safe and uncluttered with all emergencies exits and evacuation systems in place including appropriate staff trained to perform evacuation procedures	Monitor ongoing training of staff through external agency Maintenance of site to ensure consistent levels of accessibility	Site team/facilities	Ongoing
Noise Pollution: Ensure measures are in place to reduce background noise for hearing impaired student	Teachers to be fully aware of student with hearing Impairments and to make all necessary adjustments to enable full access in lessons	SENDCo Class Teachers	Ongoing
Lighting: correct levels of lighting to be in place for students with VI needs	Improve lighting in main areas of the school building switching to an energy efficient source. Consistent and adequate lighting should be provided throughout with advice and guidance from the QTVI.	Site team/facilities	Ongoing

	All lighting whether electrical or battery operated should be checked regularly. Blinds must be kept maintained and used appropriately to prevent glare.		
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STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
Improving the Availability of Accessible Information	Provide school communications (letters, newsletters, reports) in accessible formats (e.g. large print, Braille, translated formats). Ensure the school website meets accessibility standards. Train staff on how to create and adapt materials for students with visual or hearing impairments or cognitive needs.	Admin/ICT Team	Ongoing
Improve access to in-school learning materials and assessments	Ensure printed and digital learning resources are accessible (e.g. use dyslexia-friendly fonts, colour contrast tools, subtitles on videos). Use assistive software (e.g. screen magnifiers) in classrooms where needed. Offer alternative formats for homework and assessments (oral presentations, visual aids, etc.)	Teachers CALs	Ongoing
Written information: Making written information accessible to those that: struggle with standard size texts; require simplified texts	Identify and assess these specific students during admission so that staff can provide appropriate resources, including: Enhanced worksheets & Scripts; Large text reading books or Braille; Simplified learning texts	SENDCo Class Teachers	Ongoing/as required