



Kings
Academy
Believe and Succeed

Accessibility Plan

Date Adopted: 25 September 2025

Date of Review: 25 September 2028



POSITIVITY



RESPECT



INTEGRITY



DEMOCRACY



EQUALITY

The Kings of Wessex Academy, Station Road, Cheddar, Somerset, BS27 3AQ • 01934 742608 • office@kovessex.co.uk • www.kovessex.co.uk

KINGS
CORE VALUES



The Kings of Wessex Academy



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SCHOOLS

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The Kings Academy

ACCESSIBILITY POLICY

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 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

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.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 any available partnerships to develop and implement the plan.

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 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.

ACTION PLAN

This action plan sets out 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
Increase access to the curriculum for pupils with a disability	<p>Ensure all pupils can perform to the best of their ability in assessments.</p> <p>Our school offers a broad and balanced curriculum for all pupils.</p> <p>We ensure that, where possible, all students will</p>	<p>Carry out appropriate testing to determine level of need and implement appropriate exam access arrangement.</p> <p>All staff will deliver lessons where measures are in place to ensure all pupils can access the learning</p> <p>To improve accessibility and provision of extra-</p>	<p>Use of diagnostic testing to identify need. Monitor this testing and apply further diagnostic testing if required.</p> <p>Schedule regular CPD for staff on HQAT and meeting the needs of pupils with SEND in the classroom (including new staff, ECTs, ITTs)</p> <p>Implement strategies that will improve access for disabled pupils in</p>	<p>Assistant Head teacher - SENCo</p> <p>Assistant Headteacher - Inclusion/ HoF/all staff</p> <p>Assistant Headteacher - Inclusion/Pastoral/ HOH</p>	<p>Summer 2026</p> <p>Summer 2026</p> <p>Summer 2026</p>	<p>Pupils will have access to appropriate support in assessments and examinations</p> <p>Staff will be confident in meeting the needs of pupils within their classroom.</p> <p>Pupils with disabilities will be fairly represented</p>

<p>have access to extra-curricular activities.</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum. Provide the relevant information to staff so HQAT can be achieved</p> <p>Information relating to pupils disabilities are routinely shared with staff and are regularly updated</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>curricular activities for all pupils</p> <p>Improved staff understanding of how to adapt resources for pupils with disabilities.</p> <p>Use of class charts/ ESPs and learning passports to reflect pupil needs and outline key strategies to promote HQAT</p> <p>Education support plans to have targets attached which are SMART and reviewed regularly.</p>	<p>relation to extra-curricular activities</p> <p>To train and provide teaching staff with the appropriate information to allow teachers to effectively adjust resources for visually/ hearing impaired pupils.</p> <p>ESP/ Learning passports to be developed with key stakeholders and routinely checked and amended where appropriate.</p> <p>ESPs and pupil passports to be developed with target setting in mind. LSAs to be</p>	<p>Assistant Headteacher – SENCo/ HOF</p> <p>Assistant Headteacher - SENCo</p> <p>Assistant Headteacher - Inclusion/SEND team</p>	<p>Spring 2026</p> <p>Summer 2026</p> <p>Summer 2026</p>	<p>in extracurricular activities.</p> <p>Pupils with a visual/ hearing impairment will have appropriate resources in all lessons.</p> <p>All additional needs for pupils with disabilities are shared with all staff allowing the provision to be universal.</p> <p>Pupils with SEND/ disabilities to have appropriate targets that are regularly</p>
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			trained to set targets with pupils. Targets to be reviewed by SEND team regularly.			
Improve and maintain access to the physical environment.	<p>To ensure all pupils, staff and visitors have unrestricted access into, through and around the academy.</p> <p>To ensure all pupils and staff can carry out their work and are included in any activities within the school.</p>	<p>To maintain access throughout the school for all regardless of anyone's abilities.</p> <p>Working with Assistant Headteacher - Inclusion and PIMS to identify areas where help is needed to ensure all classes and activities are inclusive</p>	<p>The school's entrances, doorways and walkways are monitored and maintained. New needs will be assessed and solutions considered.</p> <p>Working internally or with outside contractors to provide solutions, alterations or equipment in the school where required</p>	<p>Operations Manager/Site Supervisor</p> <p>Operations Manager</p>	<p>Summer 2027</p> <p>Summer 2027</p>	<p>To ensure any pupil or member of staff with additional needs can move freely, independently or with the minimum of aid throughout the school.</p> <p>Provide the same level of care and inclusivity to all pupils, staff and visitors.</p>
Improve the delivery of information to pupils with a disability	Students with identified needs have these needs clearly detailed in their Educational support plan for staff to incorporate in lessons.	To develop the use of IT and visual stimuli to support pupils with disabilities	Use of ESP and learning passports to outline to staff pupil need. Use of CPD to introduce and develop key	Assistant Headteacher - Inclusion/SEND team	Summer 2027	Pupils will use IT effectively in lessons to access resources and information in lessons. Teachers

	Displays around the school present information clearly.		strategies to create an inclusive classroom.			will adapt how they present visual information in class making it inclusive.
Ensure equity for pupils identifying as LGBTQ+	<p>This includes:</p> <ul style="list-style-type: none"> • Changing facilities • Toilet facilities • Choice of pronoun 	Improved staff understanding of language used and how to adapt resources	To train teachers on effectively adjusting resources for pupils.	Operations manager/ HOH/ Pastoral team/ Assistant headteacher - SENCo	Ongoing	LGBTQ+ pupils have appropriate resources in all lessons

LEGISLATION AND GUIDANCE

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Health and Safety Governor and SLT.

LINKS WITH OTHER POLICIES

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEND) information report
- Supporting pupils with medical conditions policy