



**KINGSDOWN
SCHOOL**

Accessibility plan

January 2026

Due review January 2029

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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 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.

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.

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.

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

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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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>We offer an inclusive curriculum to our students to enable them to access lessons they enjoy and support their future career choices. Material in lessons are differentiated to suit the child's learning need and other supportive strategies applied, for example learning breaks, seating considerations, 1-1 staff support when moving around the school site.</p> <p>In addition we also offer a more accessible pathway for our students where needed to include a PSD curriculum or</p>	<p>Short Term Objective:</p> <p>Students will be offered and educated on the option choices suitable for their SEN.</p> <p>Medium Term Objective:</p> <p>Students will be following a timetable suitable to meet their needs which they find accessible, challenging but attainable.</p> <p>Long term Objectives:</p>	Students to be assessed, identified and intervention appropriate to their needs allocated. This will either be through liaison with primary, baseline testing when in school or the EHC assessment process.	Inclusion Manager and Inclusion team.	Ongoing for each year group.	See objectives.

	<p>1-1 intervention for literacy and numeracy where identified. We use resources to support students with educational needs such as laptops, dyslexic friendly resources, adapted implements etc. so that they are not hindered by physical barriers to learning.</p>	<p>Students will attain GCSE qualifications showing no gap between themselves or peers due to their SEN.</p>				
<p>Improve and maintain access to the physical environment</p>	<p>Parts of Kingsdown School date back to 1937, and various buildings have been added or altered over the years. Any new projects comply with the requirements of the Equality Act. However, the school approach is that the environment is adapted to the needs of the pupils as required, ensuring that our legal duty of care is met as far as is reasonably practicable. Where physical adaptations cannot be made to or within a building, alternative operational arrangements will be put in place.</p> <p>This includes the provision of:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Disabled parking bays 					

	<ul style="list-style-type: none"> • Disabled toilets and accessible changing rooms • PEEPS <p>Ramps: There is a ramp from the rear of C block with a handrail and a ramp leading to D block student entrance, which then has a step leading to the doors. Over the summer of 2022 ramps were installed in B block, E block and the LRC all with handrails. The main school entrance can be accessed easily as can most of A block and G block.</p> <p>Lifts: A, B and G block are two storey in parts. The VLC is on the first floor. C block is a three storey building. There are two lifts in the school, one at the front of the school, giving access to the VLC. The other lift enables access to parts of A block and B block.</p> <p>There is an evac chair in A block for emergencies.</p>		<p>No further action needed with regard to ramps</p> <p>Short term: There is an evac chair in A block due to lift access. Students with medical needs will have their timetable adjusted if they are located in C block for any lessons.</p> <p>Medium term: Review accessibility issues and determine if any further action is needed or if issues can be managed by reasonable operational adjustments</p>	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p>		<p>All buildings to be easily accessible in line with student needs and legal requirements</p> <p>Students able to access all areas of school in line as needed</p>
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	<p>Disabled parking: the school has 135 staff parking spaces, 3 visitor parking spaces and 6 disabled parking spaces. Disabled spaces are close to the main entrance (within 25m) to the school and are clearly marked. The access path to the school has dropped kerbs and tarmac pavements with good lighting.</p> <p>Disabled toilets and accessible changing rooms: There are disabled toilets in the main reception, ASD unit and G block. All have grab rails, safety flooring and compliant furniture and fittings. The ASD toilets have showers as well.</p> <p>There are specified disabled toilet in different areas around the school.</p> <p>PEEPS: Students or staff with injuries or disabilities have a written PEEP (Personal Emergency Evacuation Plan) in place which details what needs to be done in the event of an emergency, and who needs to be part of the process. The PEEP also include how we are going to</p>	<p>Objective: To have sufficient number of toilets which meet accessibility requirements</p> <p>Objective: Ensure PEEPS are in place and evacuation procedures are well rehearsed</p>	<p>Action: Review evacuation process annually as a minimum. Ensure staff understand PEEPS and how to write them.</p>		As required	<p>Sufficient parking spaces in place, and wheelchair users able to access main reception without too much trouble</p> <p>Be assured that disabled toilet provision is suitable and sufficient, with a capital plan which can then include addressing any shortfall in provision</p> <p>Be assured that PEEPs are in place and that staff know what to do in an emergency, Including use of evac chairs</p>
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	support students educationally					
Improve the delivery of information to pupils and visitors with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Appropriate signage is in place • Large print resources • Pictorial or symbolic representations 	Objective: to improve communication methods across the site	Action: All meetings with pupils and visitors with a disability to take place in the Conference Room which is located next to the reception.	SENDCo	Ongoing	The school has a variety of accessible ways to communicate with all stakeholders

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 Full Governors.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Signed :

E Leigh-Bennett
Headteacher

Signed :

Chair of Governors

Date :

Date :