



Accessibility Policy

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(This policy supersedes all previous Accessibility policies)

Amendments

Policy Date	New Version Number	Summary of change	Comments

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ACCESSIBILITY POLICY

1. Introduction

- 1.1 From October 2010, the Equality Act has combined all previous acts relating to discrimination, into one, more encompassing area. This means that although the Disability Discrimination Act 2005 (DDA) has been superseded by the Equality Act, the Disability Equality Duty in the DDA continues to apply. The Trust, and all schools within it, are required to carry out accessibility planning for disabled students and have an Accessibility Plan in place.

2. Definition of Disability:

- 2.1 In order to plan for our students, it is important to understand the definition of disability. A person has the protected characteristic of disability if they have a physical and/or mental impairment, which has what the law calls “a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.
- 2.2 There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. Examples include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- 2.3 Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia are covered.
- 2.4 According to the Equality Act 2010 the test to apply to decide if someone has the protected characteristic of disability are:
- the length of time the effect of the condition has lasted or will continue: it must be long term.
 - the effect of the impairment is to make it more difficult and/or time – consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

3. Trust Statement

- 3.1 Education South West recognises the need to take all reasonable and necessary steps for the admission and education of disabled students by using a variety of approaches and planning reasonable adjustments. We aim to enable students with disabilities to take as full a part as

possible in all the activities of the Trust. This should take in to account their individual strengths and needs and should allow each child to fulfil their potential.

4. Access to education and associated services:

- 4.1 This term covers the whole life of the Trust. It covers not just curriculum and teaching and learning but school clubs and activities, break and lunchtimes, Trust sports, Trust policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next stage of education.

5. Aims

- 5.1 The ESW Accessibility Policy, and associated school specific accessibility plans, will contain relevant and timely actions to ensure that the Trust:

- 1. Increases the extent to which disabled students can participate in the curriculum;**
- 2. Improves the physical environment of Trust schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;**
- 3. Improves access to information for disabled students (and other members of our community).**

6. Practice

- 6.1 We will make reasonable adjustments to ensure the Trust environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the Trust. The school-by-school specific accessibility plans will be reviewed annually and show how we will increase access to education and associated services for students with disabilities to meet the three aims as stated above.

- 6.2 More specifically, the Trust will endeavour to ensure that: -

- Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around Trust schools.
- Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to Trust schools.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

7. Action Plan

- 7.1 Each school within the Trust is to have an ongoing three-year Accessibility Action Plan which outlines accessibility targets, strategies on how to achieve those targets, outcomes of those strategies, time frame and costs. Each school will be responsible for reviewing and updating their Accessibility Action Plan and ensuring it is accessible on the school's website.

8. Related Policies

- 8.1 Related policies include:

- Curriculum Policy
- Intimate Care Policy
- Medical Policy
- Single Equality Policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour Policy
- School Improvement Plan
- Health and Safety Policy

9. Review of Policy

- 9.1 This policy is reviewed by the Board of Education South West every three years or as required by changes in legislation.

Appendix 1

Kingsteignton School Accessibility Plan

1) Improving access to the curriculum

Target	Strategies	Timescale	Individual responsible	Success criteria
SEND and Medical register and information on children with additional needs to be updated	<ul style="list-style-type: none"> • Ensure the SEND register reflects the pupils' current needs. • Ensure the medical register and care plan are up to date. • Ensure that all teachers have easy access to the registers. • Meet parents of any children whose documentation needs updating. 	18/07/25	SENCO, Senior Administrator & Headteacher	SEN and Medical needs will be up to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement with parents.	<ul style="list-style-type: none"> • Meetings to be scheduled during the Autumn Term for parents of individuals with SEND to meet their child's new teacher. • Termly TAF meetings for parents of children with SEND. 	Ongoing	SENCO & Headteacher	Questionnaire feedback will indicate that parents of children with SEND feel informed regarding their child's learning.
Effective communication with nurseries and schools to provide	<ul style="list-style-type: none"> • SENCO to visit nurseries attended by incoming pupils and, where possible, the schools attended by individuals 	Ongoing	SENCO & Headteacher	Transition for children from nurseries and other schools is smooth with adequate and

a high-quality transition.	with SEND who are transferring to the school.			appropriate resources and provision
Training for staff on increasing access - and removing barriers - to the curriculum for all learners, as well as use of appropriate assessment tools and activities for children working at pre-key stage levels.	<ul style="list-style-type: none"> Teaching staff skills audit to indicate strengths / areas to develop in relation to SEND. Teaching staff SEND-based CPD sessions – both internal and external, where required / appropriate – built into the school’s CPD calendar. TA training provided on key aspects to support leading interventions, e.g. Read Write Inc phonics, zones of regulation, etc. 	One year	SENCO & Headteacher	<p>Staff confidence in adapting the curriculum is improved and is evident from classroom monitoring.</p> <p>SEND pupil data demonstrates improvement – at an individual and cohort level.</p>
Appropriate use of specialised equipment to enable access for individuals (pupils and staff).	<ul style="list-style-type: none"> Technology available to support children with difficulties. Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. 	One year to embed. Then ongoing.	SENCO & Headteacher	Children with SEND have appropriate equipment and resources which supports – and removes barriers to - their learning.

	<ul style="list-style-type: none"> • Monitor and observe use of equipment, e.g. visual timetables, wobble cushions, etc. 			
Appropriate use of intervention, including tracking their success and impact on progress.	<ul style="list-style-type: none"> • Track intervention success. • Strategically staff interventions to allow for optimum outcomes for pupils with SEND. • Have intervention groups across classes/year groups to give more children opportunities to attend them. • Improve gross and fine motor skill interventions. • Improve sensory interventions. 	One year	SLT	Individuals with SEND make excellent progress and gaps between them and their peers begin to narrow.
Ensure that all children feel visible – both in teachers’ classroom practice and the resources used within lessons.	<ul style="list-style-type: none"> • Resources will reflect the needs of the pupils. • Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. 	One year	SLT	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources
Ensure that all educational visits are accessible to all.	<ul style="list-style-type: none"> • Staff to ensure that when planning trips and visits, they are suitable for all pupils. • Reasonable adjustments to be made to support pupil access. 	Ongoing	Teaching staff	All pupils in school are able to access all educational visits and take part in a range of activities.

2) Improving access to the physical environment

Target	Strategies	Timescale	Individual responsible	Success criteria
Maintain safe access to the interior and exterior of the school.	<ul style="list-style-type: none"> • Ensure all areas are safe and clear of obstructions. • Daily premises walks by site staff and headteacher / senior leaders. • Use of lift to travel between floors. • Support individuals with disabilities with safe parking through use of the staff car park. • Ramp in place on the Chudleigh Road side of the school. 	Ongoing	Headteacher and Trust Health & Safety Team.	There is safe access both within and around the school.
Ensure that reasonable adjustments are made to enable participation of all individuals at clubs and BUDS after	<ul style="list-style-type: none"> • Audit children with SEND needs' use of clubs and extended services. 	Ongoing	Headteacher	Increased access for individuals with SEND at after school clubs. Parents of pupils with SEND are supported in using

school club provision.	<ul style="list-style-type: none"> • Individual risk assessments put in place where needed. • Seek funding support for any pupils who require a high level of support to enable them to attend. 			our BUDS provision.
Ensure all individuals with disabilities can be safely evacuated in the event of an emergency.	<ul style="list-style-type: none"> • Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all relevant pupils. • Ensure all staff are aware of their responsibilities and are appropriately trained. 	18/07/25	SENCO & Headteacher	All pupils are safe in the event of a fire or emergency.
Ensure clear signage for visually or physically impaired individuals.	<ul style="list-style-type: none"> • Review and amend signage annually. 	Ongoing	Headteacher	Visually impaired people feel safe in the school grounds.

3) Improving the access and delivery of written information

Target	Strategies	Timescale	Individual responsible	Success criteria
Review website documentation to check accessibility for parents.	<ul style="list-style-type: none"> • Ensure documents are accessible to everyone using commonly known vocabulary. • Admin staff to be aware of parents who may need support in accessing materials and provide assistance with this. 	Ongoing	Headteacher & Senior Administrator	Parents are able to engage with school material.
Ensure written materials are available in alternative formats.	<ul style="list-style-type: none"> • Ensure admin staff are able to use Google Translate to translate any written letters and newsletters and ensure parents know this is available. • Ensure parents with visual impairments can access policies through either 	Ongoing	Headteacher & Senior Administrator	Parents are able to access all information and feel supported by the school.

	<p>a braille service or enlargement of papers.</p> <ul style="list-style-type: none"> • Invite parents in who may need support completing forms. 			
Improve the use of pictorial communication systems, e.g. Widgit.	<ul style="list-style-type: none"> • Maintain Widgit licence to improve picture communication support. • Use Widgit to make classroom resources (e.g. word mats, visual timetables, social stories). • SENCo to train staff on most effective ways to use Widgit. 	31/12/25	SENCO	All staff are aware of the disabilities of children within their class and are able to use Widgit confidently and competently to provide visual resources.