



# KICKSTART ACADEMY

## Accessibility Plan

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## Introduction

Kickstart Academy is committed to ensuring that all pupils, including those with disabilities, can access a broad, balanced and ambitious curriculum. This Accessibility Plan supports our wider work on equality, inclusion and SEND provision. It is aligned with the Equality Act 2010 and SEND Code of Practice and forms part of our statutory duties. It outlines how we identify and remove barriers in the curriculum, physical environment and communication.

In developing and reviewing this Accessibility Plan, the school considers the views of pupils with disabilities, parents/carers, staff, governors and relevant external professionals. Feedback from these groups informs the setting of objectives and the evaluation of progress.

## 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.

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 this plan.

This plan will be made available online on the school website, and paper copies are available upon request.

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.

## Legislation and guidance

This document meets the requirements 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.

This policy complies with our funding agreement and articles of association.

### Action plan

This action plan sets out the aims of 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 (within 12 months), medium (1-3 years) and long-term objectives (3-5 years)</i>	Actions to be taken	Person responsible
Improving curriculum access	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short</p> <p>To ensure adaptive resources are used in all classrooms.</p> <p>Medium</p> <p>To ensure planning of the curriculum meets the needs of all current and prospective students.</p> <p>Long</p> <p>To ensure long term curriculum planning factors in the need for a tailored and differentiated curriculum as cohorts change.</p> <p><i>Success will be measured through evidence in learning walks, pupil voice, and SEND provision reviews.</i></p>	<p>Regular checks.</p> <p>Continuous review of the curriculum through a quality improvement plan and school self-evaluation.</p> <p>staff supported to:</p>	<p>SENDCO</p> <p>Headteacher and SLT</p>
Improving physical environment	<p>Ramps to enter and exit the building.</p> <p>Access to elevators when necessary.</p> <p>Appropriate corridor width.</p> <p>Disabled parking bays.</p>	<p>Medium</p> <p>To regularly monitor access to ensure it meets the standards needed.</p>	<p>Checks completed by Estates Team to ensure effectiveness.</p>	<p>LCT– Estates Team (Health and Safety Manager)</p>

	<p>Disabled toilets and changing facilities. Desks and resources at wheelchair- accessible height.</p>	<p>Long</p> <p>To ensure that long-term plans for change in structure factor in the need for access to the physical environment.</p> <p><i>Improved accessibility will be demonstrated through Estates Team audits and compliance checks.</i></p>	<p>Any structural or environment change is to be planned and plans reviewed with environment and accessibility factored in.</p>	<p>LCT– Estates Team (Health and Safety Manager)</p>
<p>Improving access to information</p>	<p>Our school is committed to using a range of communication methods, where necessary, to ensure information is accessible. This includes: Internal signage. Large print resources. Braille as required. Audio induction loops. Pictorial or symbolic representations. Providing accessible formats of policies and letters Ensuring digital communications (emails, website, online platforms) meet accessibility guidelines (e.g., alt text, font size, colour contrast) Training staff on accessible communication methods.</p>	<p>Short</p> <p>To ensure all resources needed for delivery are relevant.</p> <p>Medium</p> <p>To complete regular assessments of where varying communication methods are needed.</p> <p>Long</p> <p>To ensure that students with disability are making required progress through communication aids.</p> <p><i>Impact will be evaluated through progress data for pupils with disabilities and curriculum audits.</i></p>	<p>Regular reviews of equipment needed in relation to any disability needs.</p> <p>Regular assessment of the school environment and how applicable it is for information delivery.</p> <p>Regular checks through pupil provision plans and progress trackers to ensure the needs of communication delivery are being met.</p>	<p>SENDCO</p> <p>Headteacher</p> <p>Headteacher</p>

## Staff training

All staff receive training to ensure they understand disability and accessibility requirements. This includes:

- Using adaptive and differentiated resources
- Implementing reasonable adjustments
- Supporting pupils with sensory, physical and communication needs
- Creating accessible learning materials

Training needs are reviewed annually and incorporated into the school's CPD schedule.

## **Monitoring arrangements**

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and LGB, as delegated by the Learning Community Trust.

All structural changes will be planned collaboratively with the Learning Community Trust Estates and Health & Safety Teams to ensure accessibility standards are met.

## **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 and disability (SEND) information report.
- Supporting pupils with medical conditions policy.