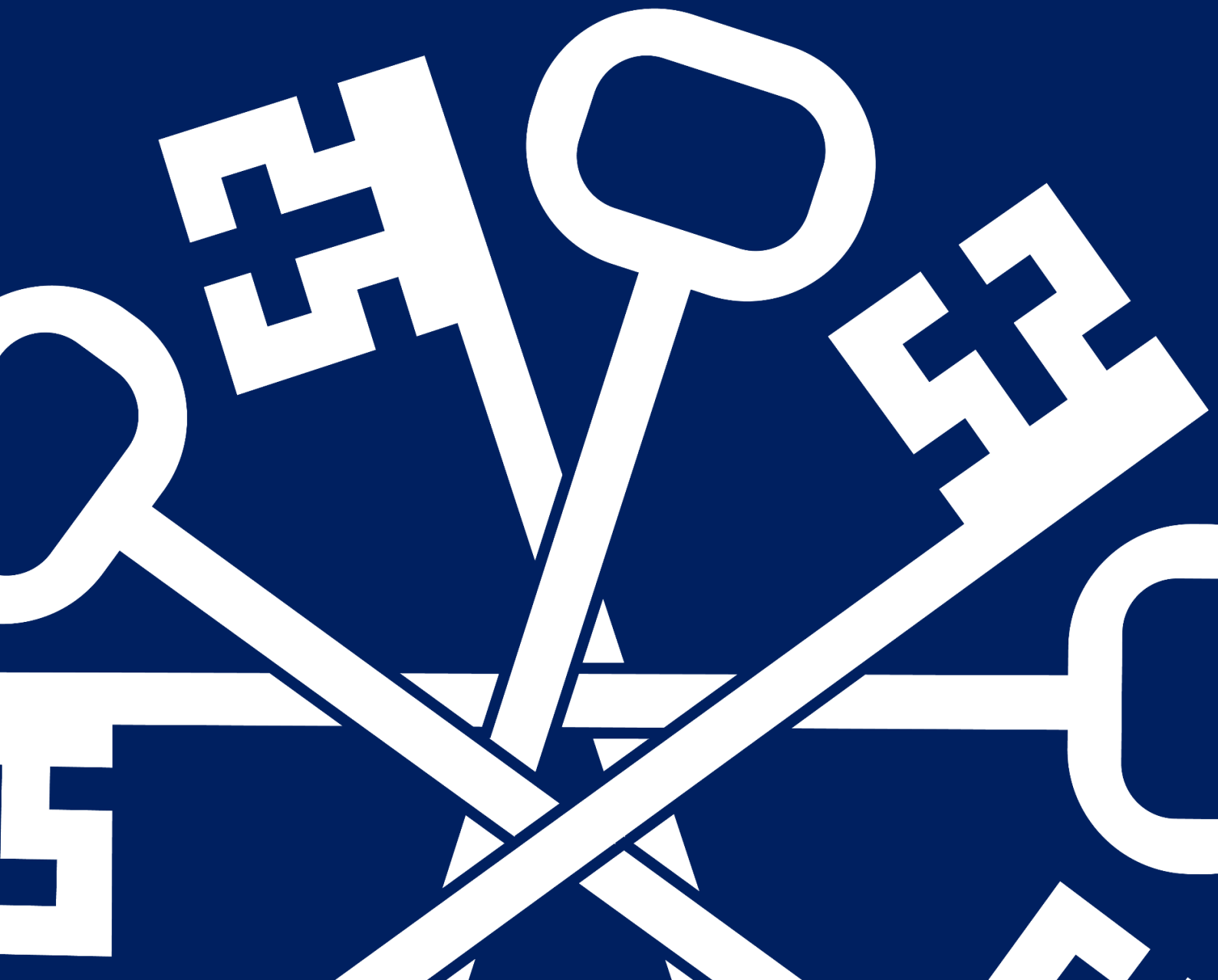




KEYS  
ACADEMIES  
TRUST

# Accessibility Policy and Plan

Version 1.1



# Contents

1. Policy Statement.....	2
2. Change Summary.....	2
3. Aims and Objectives.....	3
4. Physical Environment.....	3
5. Curriculum.....	4
6. Information .....	4
7. <b>Current Activities</b> .....	4
8. Health Provision delivered in school .....	5
9. Review and Implementation.....	6
10. Version History .....	6

# 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 pupils 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 pupils, 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 pupils, 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 pupils 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 pupils.

- 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 pupils.

## 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 pupils, 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, pupils 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 pupils 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 pupils transition to JHA
- 7.2. Students moving from a PKAT primary school to Jack Hunt Secondary School 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 pupils 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) Jessica Flintoff
  - 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, Maple Syrup Urine Disease
  - 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

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost