



King's Academy Ringmer

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Accessibility Plan

Approved by:	Full Governors	Date:	July 2026
Maintained by:	Site Manager	Next review date:	July 2027

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1. Statement of Intent

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. For more information about local support for young people with Special Needs and Disabilities, please see: www.eastsussex.gov.uk/localoffer

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.

2. Overarching Aim

The Governing Body is committed to the Academy's Equal Opportunities Policy and is committed to promoting equality, accessibility, valuing diversity and combating unfair treatment. Equality of opportunity, accessibility and freedom from discrimination is a fundamental right and the Governors will exercise leadership and commitment in promoting this right. The Governing Body, through the Principal and Senior Staff will:

- We are committed to providing an accessible environment which values and includes all students, 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.
- Audit, maintain and improve the effectiveness of the access to the physical environment, and curriculum.
- Improve the delivery of written information to students including signage around the academy site.

3. Accessibility Plan

Introduction

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](#).

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:-

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled students

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.

Our academy community aims to enable all our students to:

- become successful learners who enjoy learning, make progress and achieve;
- be confident individuals who are able to live a safe, healthy and fulfilling life;
- be active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.

Commitment

At King's Academy Ringmer we are committed to ensuring accessibility of education and opportunity for all students, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At King's Academy Ringmer we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Existing facilities

The building is fully DDA compliant. This includes

- Lifts to all floors
- Parking bays for visitors.
- Ramp or flat access into the building.
- Emergency access to the playing fields and sport facilities
- Accessible toilets
- Yellow paint to indicate uneven surfaces or potential hazards

The role of the Governing Body

- The governing body has set out its commitment to maintain and improve access to all users of the academy site, ensuring that the academy is fully inclusive to students, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our academy on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parent, carers and students.
- The governors welcome all applications to join the academy, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our academy.

The role of the senior leader responsible for accessibility

- It is the role of all senior and middle leaders to be responsible for safe and equitable access to designated areas of the academy site.
- It is the Principal's responsible to ensure that all staff are aware of the Equality / Accessibility Plan, and that all staff apply these guidelines fairly in all situations.

Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all students, 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 Accessibility Plan will focus on the physical environment, quality of teaching, as well as access to the curriculum that is covered in other policies in more detail (see SEND and Curriculum Policies). Overall, accessibility will include:

- Ensuring access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education such as specialist equipment for hearing and visually impaired.
- Ensuring access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the students without a disability. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school/residential visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Ensuring the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame and resource availability.
- This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the school governing body.

Monitoring

The lead teacher monitoring the Accessibility Plan is the SENCO; working with all staff. Outside professionals, such as the Educational Psychologist (EP), the Education Support, Behaviour and Attendance Service (ESBAS), Multi-Agency Safeguarding Hub (MASH), the Children's Integrated Therapy and Equipment Service (CITES), the Sensory Needs Service (SNS) and Child & Adolescent Mental Health Service (CAMHS), who support the Academy, contribute additionally to this work.

The Plan will be monitored by the Site Manager, Business Manager, and the Principal as part of their inspection cycle.

The Plan will be monitored through the Governors.

Accessibility Improvement Plan – Key Priority 1

To eliminate barriers for students who struggle to access the curriculum and to ensure full participation in the academy community.

- Ensure robust procedures are in place for early identification of students who need extra support both physically and academically. Effective liaison with primary schools and robust admissions / induction protocol to KAR. Early screening of students who transfer in-year.
- Ensure all students with a SEND, who might be vulnerable or who may be experiencing hardship are aware of and able to take part in extra-curricular activities.
- Provide additional appropriate IT support through bespoke software packages or Apps for individual students whose learning would benefit
- Ensure classrooms are organised, and effective seating plans used to promote the participation, independence and rapid progress of all students.
- Ensure rapid progress is made by students who join KAR, at whatever phase, below the age-related expectations. Ensure a well-planned 'catch-up' programme using real student data is implemented, reviewed and monitored.

Accessibility Improvement Plan – Key Priority 2

To ensure the physical environment of the academy enables disabled students to take full advantage of education and associated services.

- Conduct a full review of the site to ensure all aspects are genuinely accessible to all users. Plan for the remediation of any aspects which are not.
- Ensure that individual needs of students can be met through the alteration of the physical environment when required.

Accessibility Improvement Plan - Priority 3

To ensure there is effective and timely delivery of information to the academy community and especially those with a specific disability.

- Use transition procedures to ascertain communication or physical barriers of any prospective parents/carers
- Ensure staff are aware of any disabilities and possible accessibility to site and curriculum of students and parents/carers and ensure these barriers are overcome.
- Ensure the availability of written material in alternative formats, if required. (standard forms, large print, coloured paper, audio and other languages if reasonably possible.

- Ensure signage across the academy enables easy access and consistency across the academy site.
- Ensure effective and timely access to written information for students, parents and visitors.
- Ensure website is clear and accessible and is kept up to date with all necessary information.

Accessibility to Information

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality the Freedom of Information Act (FOIA) the Data Protection Act (DPA) the Disability Discrimination Act the Equality Act (2010) and other legislation that provides a right of access.

Responses to requests for information

All academy policies and other relevant documents are posted on, and may be downloaded from, the academy's web site. Parents/students may request copies of student record files, including paper and electronic files under FOI request. A small charge will be levied for administration and photocopying charges.

Parents/students may not be given access to records which contain information on other staff/students which would breach our Confidentiality Policy and/or the Data Protection Act. All requests for information should be made in writing, to the Principal.

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 (SEN) information report
- Supporting pupils with medical conditions policy

Action plan

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

Key Priority	Current practice	Next steps
1. To eliminate barriers for students who struggle to access the curriculum and to ensure full participation in the academy community.	All teachers are responsible for the progress of all students in their class, including those with a disability. All students benefit from high quality, well-differentiated teaching. The Learning Support department consults with students, parents/carers and external agencies to collate a range of information for teachers, including pupil passports; the SEND/Inclusion register and access to further information about a range of SEND. This allows teachers to anticipate potential barriers to learning and to consider how best to mitigate these. Regular and ongoing individual and whole staff CPD supports teachers to further refine their inclusive practice.	To embed KAR 'non-negotiables' in terms of planning lessons accessible to all. SLT responsibility via ongoing QA review cycle.

2. To ensure the physical environment of the academy enables disabled students to take full advantage of education and associated services.	The environment is adapted to the needs of pupils as required. This includes: • ramps • lifts • reserved parking bays • accessible toilets and changing facilities • yellow paint to indicate uneven surfaces or potential hazards	To consult with parents/carers and external agencies about how best to improve and maintain access to the physical environment. Vice Principal / SENCO responsibility via annual review meetings and interim review meetings.
3. To ensure there is effective and timely delivery of information to the academy community and especially those with a specific disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: • visual timetables • large print resources • visual and audio resources as well as text	To consult with students about their experience of information delivery and how this might be improved Vice Principal / SENCO responsibility via annual review meetings and interim review meetings.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the academy.

Signed by

Governor

Date:

Principal

Date:

SENCo

Date:

Site Manager

Date

30 September 2020

Appendix 1: Accessibility audit (under discussion)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Lifts				

Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				