



# King's Academy Brune Park

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## Accessibility plan

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| Approved by:   | Miss K Payne<br>Headteacher                  | Date:<br>September 2025            |
| Maintained by: | Mrs F Longden-Thurgood<br>Deputy Headteacher | Next review due:<br>September 2026 |



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## **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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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KABP utilises inclusive practice to ensure all learners are valued, treated with respect and provided with opportunities within and beyond the school setting to enable success. We see inclusion, equity and access as a way to achieve social justice. We value, respect and celebrate positive relationships and behaviours that enable all to be happy, successful and safe. We place high value on mutually respectful, supportive relationships

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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA: a. increasing the extent to which disabled pupils can participate in the school curriculum b. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services c. improving the de

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **Legislation and guidance**

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

### **Monitoring arrangements**

This document will be reviewed annually ,but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.



## Action plan

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

| Aim  | Current Good Practice<br><i>Include established practice, and practice under development</i>   | Objectives<br><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 | Our school offers a broad and balanced curriculum for all pupils<br><br>Teachers are provided with information regarding child or student needs with strategies to support<br><br>We use resources tailored to the needs of pupils who require support to access the curriculum<br><br>Curriculum resources include examples of people with disabilities<br><br>Curriculum progress is tracked for all pupils, including those with a disability | Improve communication with teachers<br><br>Accurately inform teachers of individual needs<br><br>Develop the KS4 curriculum to include a wider variety of qualifications that will enable more child or students to achieve their ambitions and potential | Populate provision map with relevant information<br><br>PL and staff training on how to use provision map<br><br>PM and MDM Systems to be embedded<br><br>Engage with the RSL regarding Year 11 qualifications | ROT/SJS<br><br>ROT/ Inclusion leadership team/ SJS<br><br>FLT/EOG/TMI | Autumn term 2025<br><br>Autumn term 2025<br><br>Sept 2025 | Provision Map information available for all relevant students<br><br>Provision map training completed with all relevant staff members<br><br>Qualifications and curriculum plans agreed |



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|   | <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>There is a robust system for ensuring child or students are identified and assessed for EAA</p> <p>There is a tiered approach for providing interventions for literacy, numeracy, language and SEMH</p> <p>Alternative pathways are in place to support those who require a personalised approach.</p> | Effective deployment of support staff | <p>Develop specialist roles</p> <p>Grow the intervention programmes</p> <p>PL for teachers on the deployment of additional adults in lessons</p> <p>Consider solutions to the challenge of recruiting</p> | Inclusion leadership team | <p>PL for teaching staff - throughout 2025-26</p> <p>Intervention programme in place with termly reviews by the end of summer 26</p> | Programme embedded by the end of summer 2025   |
| Improve and maintain access to the physical environment | <p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• mobile ramps</li> </ul>   |                                       | <p>The Stepping Stone classroom to be used as required by wheelchair users and when pupils need to access a classroom</p>   | FLT/SJS                   | Sept 2025  | The Stepping Stone is on the ground floor and has a wheelchair accessible toilet and access to other |

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|  | <ul style="list-style-type: none"><li>• ramps to most entrances</li><li>• lifts (B block)</li><li>• corridor width</li><li>• disabled parking bays</li><li>• disabled toilets and changing facilities</li></ul> <p>The adaptation of learning resources and the learning environment</p> |  | <p>which does not have lift access.</p> <p>Disabled signage to be checked termly</p> <p>Staff to consider individual needs in the preparation of resources and the care of the learning spaces, eg. reduce clutter, alternative colour for screen backgrounds, resources with suitable</p> <p>Timetables to be adapted to ensure classrooms are on the ground floor.</p> | <p>FLT/JIR</p> <p>ROT/SJS</p> | <p>Ongoing</p> <p>Sept 2025 (and ongoing)</p> | <p>pupil toilets within a reasonable distance. The classroom and toilet facilities are all on one level.</p> <p>PL provided for all staff to raise awareness of adaptations to support accessibility of environment and resources</p> |
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