



PRINCE REGENT

STREET TRUST



Kader Academy

Accessibility Plan

Status	Date
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Adopted by Governing Body:	
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Statement of intent

This plan outlines how **Kader Academy** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Governing Body will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Objective	What	Who	When	Outcome	Review
	The school will continue to access expert advice and support from external professionals, such as the Outreach and Inclusion Team and appropriate health professionals from the local NHS Trust.	Be proactive in accessing advice and support from other professionals. CPD for staff Support from inclusion team	Headteacher, SLT, teachers, SENCO, Inclusion team	Ongoing	SEND provision is personalised and tailored to individual and complex needs. Staff have access to a range of suitable strategies and external support.	Reviewed termly SEND team and SLT
	Targeted use of appropriate specialist equipment for individual pupils.	Access to Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability Wobble cushions and support seating as recommended by OT Audit of tools/ equipment	Headteacher, SLT, teachers, SENCO, Inclusion team	Autumn 2025 (and ongoing throughout year as needs arise)	Specialist equipment made available and used as required by targeted pupils.	Reviewed termly by staff, SEND team and SLT
	Accessibility within learning	Coloured overlays/specialist books for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty.	Headteacher, SLT, teachers, SENCO, Inclusion team	Autumn 2025 (and ongoing throughout year as needs arise)	Children will access learning and their outcomes will improve. Child voice will demonstrate improvement.	Reviewed termly by staff, SEND team and SLT

	Ensure all exam concessions are identified and implemented in accordance with JCQ requirements.	Audit needs of pupils; Implement testing; Share and plan with staff; SATs arrangements made as required	Headteacher, SLT, Learning and Language team, SENCO, Inclusion team	Spring 2026	All pupils and parents are clear when SATs concessions apply; there are effective management arrangements in place to support pupils' disabilities and learning needs	April 2026- access arrangement deadline
	Consider the roles of staff and ensure all teachers are fully skilled in supporting pupils with a disability	The roles and deployment of staff are reviewed annually in line with job descriptions, performance management and career progression. Provision of CPD	Headteacher, SLT, SENCO, Inclusion team	Autumn 2025 and ongoing	Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed. Skilled staff have a deep understanding of a range of needs and disabilities and how to support individual pupils.	July 2026
	Ensure pupils with a disability which affects behaviour (i.e. ODD, PDA, ADHD) have appropriate and effective provision to enable them to access the curriculum	Develop the roles and expertise of the Inclusion team. Training programme for leaders and all staff supporting pupils with behaviour needs (ongoing). Provide Behaviour Support plans and interventions to suit needs of pupils.	Headteacher, teachers, SENCO, Inclusion team	Autumn 2025 and ongoing	Removal of all barriers to learning and participation; pupils whose behaviour is as a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriate to their need, making expected progress. Accurate records are maintained; improved data assists with whole school planning.	Reviewed termly by staff, SEND team and SLT

	Enrichment opportunities are available for all	Review all enrichment provision to ensure compliance with legislation and equality of access for all children.	Headteacher, SLT, teachers, SENCO, Inclusion team	Autumn 2025	Full participation offered to all pupils All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Reviewed termly by SEND team and SLT
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Planning duty 2: Physical environment

	Objective	What	Who	When	Outcome	Review
	Enhance the sensory room to appeal to pupils' sensory needs, and to provide a safe, soft space where pupils in crisis can go to regulate themselves.	Visits to local SEND bases to find out more about resourcing a sensory room. Enlist a specialist sensory room service to design and install a room with the flexibility to meet the different needs of pupils. Staff training on how to use the room. Inclusion Grant Fund / High Needs Funding	Headteacher, SLT, SENCO, Inclusion team	Spring 2026	A well-designed sensory environment is available for pupils across school to access. Pupils with sensory processing challenges can access sensory activities they are most responsive to. Pupils have a safe space to self-regulate and manage anger, over-stimulation and stress. Pupils have access to a safe crisis and deescalation area.	Impact reviewed July 2026

	Create a sensory circuit to allow pupils opportunity to reset, exert physical energy, and re-engage with learning in a focused and regulated way.	Build pathway and liaise with site manager to set up. Staff CPD on use. Build into classroom practice	Headteacher, SLT, SENCO, Inclusion team, Site manager	Autumn 2025	Pupils will return to learning calm, focused, and ready to engage, reducing low-level disruption and increasing time on task. Pupils will manage transitions more successfully, demonstrating improved behaviour and greater independence across the class.	Impact reviewed July 2026
	Ensure accessibility of classroom and outdoor spaces for those with physical need, working alongside specialists where needed.	Continue to monitor the needs of pupils with CP. Ensure full accessibility with walking frame within/ to and from classrooms, school and outdoor space	Headteacher, SLT, SENCO, Inclusion team, Site manager	Autumn 2025	Pupils will access classroom and outdoor environments safely and independently, with appropriate adaptations in place to meet their physical needs. Pupils will move confidently within and between spaces using necessary equipment, including walking frames, enabling full participation in school life.	Monitored termly

Planning duty 3: Information

	Objective	What	Who	When	Outcome	Review
	Provide information for parents in alternative formats, when requested.	Typical information to consider: Use technology to provide parents with information in various formats i.e. text and languages. Teachers available to discuss with parents should they be struggling to access information. Interpreter used when required. Website translatable	Headteacher, SLT, Office staff	When needed	Improved communication with parents/carers.	July 2026
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested. Provide language support to parents when needed (interpreter used when required)	Headteacher, SLT, Office staff	When needed	All school information available for all who request it. Documents sent electronically to parents/enlarged print copies available. Office staff to offer personalised support for stakeholders and verbal information.	July 2026

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **date**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.