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Accessibility Plan

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Review Cycle	Annual
Review Date	July 2027

An academy within:



“Learning together, to be the best we can be”



1. Aims

- 1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:
 - Increase the extent to which people with disabilities can participate in the curriculum.
 - Improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to people with disabilities.
- 1.2. At Kenwood Academy we aim to treat all our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 1.3. At Kenwood Academy we are fully committed to enabling achievement for all our young people. We firmly believe that all young people have a right to be safe, healthy and achieve their academic potential. In supporting young people towards these goals, we will enable them to contribute meaningfully to society and live fulfilling, enjoyable lives.
- 1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
- 1.5. We have included a range of stakeholders in the development of this accessibility plan including students, parents, staff and governors.

2. Legislation And Guidance

- 2.1. This plan 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 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.
- 2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Long-term" generally means lasting,



or likely to last, 12 months or more, and “substantial” means more than minor or trivial. This can include sensory impairments and long-term medical conditions.

The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.

- 2.3. We are required to make “reasonable adjustments” for students with disabilities, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with students without disabilities. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

- 4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Digital Accessibility Commitment

- 5.1. As part of our ongoing efforts to ensure inclusivity, West Riding Academy is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.
- 5.2. We aim to ensure that:
- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
 - Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
 - Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.



- 5.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.
- 5.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

6. Links With Other Policies

- 6.1. This plan is linked with the following policies and documents:
- Nexus Single Equalities Policy
 - SEND Annual Statement
 - Health and Safety Policy
 - Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for students with a disability	Curriculum published and understood by students and families. Assessment reported and understood by students and families. Individual Education Plans discussed and understood by students and families and integral to EHCP Annual Reviews.	Individual Education Plans will be expertly matched to students needs and learning journeys. A range of specialist agencies will have a significant role in informing the best practice of leaders and teachers.	1. Sharpen all assessment and planning procedures and systems. 2. Sharpen all links between the quality of education and students' individual Special Educational Needs.	Academy Leadership Team	July 2027	1. Curriculum implementation strengthened and reported to students and families. 2. Individual Education Plans fully understood by students and families and integral to EHCP Annual Reviews.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
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Improve and maintain access to the physical environment	Ongoing health and safety audits and site improvements wherever possible. Disabled parking bays established on all sites for school buses. Broadfield and Enterprise Works sites are fully accessible for students who are wheelchair users.	The use of specialist rooming and facilities and teaching will be embedded for maximum impact on the quality of education and balanced with the pastoral implications and practical challenges of multi-site working. The appropriateness of toilets and other facilities on all sites will be reviewed and improved wherever possible.	1. Full review and implementation of curriculum and timetable model for 2026-2027. 2. Work with Nexus Central Team to lead reviews and improvements of site facilities.	Academy Leadership Team	July 2027	1. All aspects of the curriculum and timetable fully accessible to all students. 2. Systematic site supervision in place and improvements to facilities clearly evident.
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Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure that information is accessible. All students in years 8 to 13 are entitled to: Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point; Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships; Understand how to make applications for the full range of academic and technical courses.	The school's curriculum will extend beyond the academic, vocational or technical in ways that are evaluated as exceptional. The school will maintain the Gatsby benchmarks and be recognised as a centre of excellence for supporting young adults with complex Special Educational Needs to live independently and successfully enter the world of work.	1. Sharpen all assessment and planning procedures and systems. 2. Sharpen all links between Personal Development and Wellbeing and students' individual Special Educational Needs. 3. Continue to set and achieve ambitious targets for the school's progress against the Gatsby Benchmarks by July 2027.	Academy Leadership Team	July 2027	1. Curriculum implementation strengthened and reported to students and families. 2. Individual Education Plans fully understood by students and families and integral to EHCP Annual Reviews. 3. Continue to establish a broader range of work experiences (Benchmark 6) and strengthen our partnership with FE/HE providers (Benchmark 7).