



Kenwood Academy Accessibility Plan

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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. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 plans at Appendix A and Appendix B set out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Links With Other Policies

4.1. 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	<p>The curriculum has been broadened and balanced in order to provide wider opportunities for students with disabilities.</p> <p>The curriculum is specifically designed for students with disabilities.</p> <p>Staff have specialist training for supporting students with disabilities.</p>	<p>An ambitious, coherently planned and sequenced curriculum will be fully embedded in all areas, shared with all stakeholders, and subject to systematic review.</p> <p>Careful and considered use of assessment to inform and improve curriculum intent and implementation will be embedded in the work of all leaders and teachers.</p> <p>Exceptional and specialist provision for highly vulnerable and “hard to reach” pupils will be an embedded part of the quality of education.</p>	<ol style="list-style-type: none"> 1. Publish a full overview of the current curriculum for both family and professional audiences. 2. Embed all assessment procedures and systems. 3. Strengthen all links between the quality of education and students’ individual Special Educational Needs. 4. Ensure that specialist provision for highly vulnerable and “hard to reach” students is an established and integral part of the quality of education. 	Head of School	July 2025	<ol style="list-style-type: none"> 1. Curriculum published and understood by students and families. 2. Assessment reported and understood by students and families. 3. Individual Education Plans discussed and understood by students and families and integral to EHCP Annual Reviews. 4. Provision is established and evidentially meetings the needs of highly vulnerable and “hard to reach” students.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>Full review of accessibility arrangements took place Summer 2022.</p> <p>Ongoing health and safety audits and site improvements wherever possible.</p> <p>Disabled parking bays established on all sites for school buses.</p> <p>Broadfield and Enterprise Works sites are fully accessible for students who are wheelchair users.</p>	<p>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.</p> <p>The appropriateness of toilets and other facilities on all sites will be reviewed and improved wherever possible.</p>	<p>1. Full review and implementation of curriculum and timetable model for 2024-2025.</p> <p>2. Employ new Site Manager to lead reviews and improvements of site facilities.</p>	<p>Executive Headteacher</p>	<p>January 2025</p>	<p>1. All aspects of the curriculum and timetable fully accessible to all students.</p> <p>2. Systematic site supervision in place and improvements to facilities clearly evident.</p>

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure that information is accessible.</p> <p>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.</p>	<p>The school's curriculum will extend beyond the academic, vocational or technical in ways that are evaluated as exceptional.</p> <p>The school will achieve 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.</p>	<ol style="list-style-type: none"> 1. Review the vision and values of Kenwood Academy will all stakeholders. 2. Ensure that assessment of social and emotional progress and reviews of Individual Education Plans are systematically used by staff to inform curriculum planning. 3. Set and achieve ambitious targets for the school's progress against the Gatsby Benchmarks by September 2025. 	<p>Senior Leadership Team</p>	<p>September 2025</p>	<ol style="list-style-type: none"> 1. Vision and values published and shared by all stakeholders. 2. Individual Education Plans discussed and understood by students and families and integral to EHCP Annual Reviews. 3. Establish a broader range of work experiences (Benchmark 6) and strengthen our partnership with FE/HE providers (Benchmark 7); Improve Benchmark 4 to 100% through improved links between curriculum learning and careers.