

Accessibility Plan 2026-28

The Kimberley School



Approved by:

Full Governing Body

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Next review due by:

April 2028

The Kimberley School Accessibility Plan 2026-2028

This accessibility plan establishes our plans for:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services; and
- improving the delivery to disabled students of written information which is provided to students who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the students or parents about their preferred means of communication

Definitions:

A ‘**disabled pupil**’ is defined as someone who ‘has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities’.

Discrimination:

A responsible body discriminates against a disabled person if:

- For reasons which relate to their disability, it treats them less favourably than it treats or would treat others to whom that reason does not or would not apply.
- It cannot show that the treatment in question is justified.

Reasonable steps:

The duty to take reasonable steps to ensure that there is no discrimination intended as an ‘anticipatory’ duty and does not simply apply once an individual pupil presents him or herself.

Key Principles:

All disabled children should have access to education. Wherever practicable, schools will:

- Advise on the statutory responsibilities of education bodies in the preparation of accessibility strategies and accessibility plans
- Increase the extent to which disabled students can participate in the school curriculum
- Promote improvements in the delivery to disabled students of written information that is provided to students who are not disabled
 - Encourage improvement in the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services.

The Kimberley School recognises that many of their students, visitors and staff, whether disabled or otherwise, have individual needs when using school and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational

service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

In the light of this The Kimberley School will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the Academy.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students.

The Kimberley School and Sixth Form is an inclusive mainstream school. Our aim is for all children to achieve or surpass their academic and social potential.

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

- Our school offers an adapted curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils

The school environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

Our school uses a range of communication methods to make sure information is accessible.

This includes:

- Internal signage
- Large print resources
- Induction loops
- Pictorial or symbolic representations

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

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 with the local authority and EMET.

The Kimberley School Accessibility Plan 2026 - 2028

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Section A: Accessibility of the Curriculum:

1. Literacy Development

Actions & Intended Impact:

- Review literacy interventions and introduce Lexia for all KS3 year groups, enabling students to access literacy support both at school and at home.
- Review of all literacy intervention programmes (Fresh Start / Reading Booster groups / Study Hubs / Raising Achievement Groups) to assess impact of interventions on academic progress.

Timeline and Milestones:

- Review and restructuring of interventions – Ongoing
- Lexia implementation and initial review – by Summer 2026

Resources:

- Learning Support Department (staffing and tools) Learning Mentors Team TKS
- Lexia software for literacy support
- Learning Mentors Manager to have time to collate resources

Monitoring and Evaluation:

- AHT Progress and Learning Mentor Manager will have strategic oversight to assess the impact of literacy sessions.
- Student and staff feedback through surveys and focus groups.

2. Curriculum Personalisation & Access

Actions and Intended Impact:

- Review the KS4 curriculum offer to expand quality alternatives to GCSEs (e.g., NCFE, BTEC, Cambridge Technical) as needed to meet individual student needs.
- Review Raising Achievement Curriculum content to ensure focus on core development in English, Maths, and Science with subject specialists.
- Ensure that all exam access arrangements (EAA) are robust and monitored before exams, with new processes in place. Ensure where teachers identify concerns, these are addressed by the SEND team and appropriate testing completed to ascertain barriers to learning. If necessary, A SEN passport to be created to ensure personalised support via Adaptive Teaching enables pupils to access curriculum content securely.

Timeline and Milestones:

- KS4 Curriculum Review – Ongoing (beginning in September 2025)

- Introduction of alternative qualifications – Ongoing
- Access arrangement process update – Ongoing in line with JCQ regulations

Resources:

- Research and planning time from DHT / SLT
- Access arrangement testing materials and tracking tools – EAA assessor / Exams team / SENCo

Monitoring & Evaluation:

- DHT and AHT/SENCo will collaborate to monitor and track the effectiveness of alternative qualifications and access arrangements.
- Exam access arrangement reviews will be conducted and updated regularly by EAA Assessor.

3. Provision Mapping & Student Support

Actions and Intended Impact:

- Implement provision mapping software to track individual student learning needs, including SEN Passports, EHCPs, and other reports.
- Ensure that all staff have access to necessary support documents for students with additional needs. Maintain SEN Excel spreadsheet and link to Arbor to ensure all staff access class information
- Review of Inclusive Centre area use and impact of intervention support programmes via data monitoring and pupil voice

Timeline & Milestones:

- Provision mapping software implementation – Completed by September 2026.
Implement new processes for accessing student information on Arbor / shared staff drives.
- Staff training on accessing key learning documents on Arbor / Provision Maps – Ongoing

Resources:

- Provision mapping software
- Time for EAA Assessor and SENCo to attend relevant training sessions as part of JCQ EAA updates.
- Ensure EAA assessor and SENCo uphold registration with BPS annually.

Monitoring & Evaluation:

- AHT will ensure that tracking and monitoring of learning plans remain up-to-date and effective.
- Regular reviews and updates of individual plans and accommodations.

SENCo, EAA Assessor and Exams officer to review EAA across school are implemented as normal way of working for tests and exam. EAA assessor to regularly review and consult with teaching staff where needs change or EAA no longer needed. EAA Assessor to ensure parents are aware of individual EAA and JCQ regulations, including where there are changes to JCQ regulations which may impact on working practices.

4. Medical Conditions & Accessibility

Actions & Intended Impact:

- Adopted EMET policy on supporting students with medical conditions, including updated guidance on asthma with addenda added when required
- Provided staff training on NHS protocols for managing diabetes, epilepsy, and the use of EpiPens.
- Ensure medical care plans are regularly reviewed by pastoral managers and updated and can be accessed by all staff. Any updated plans to be shared with teachers.

Timeline and Milestones:

- Diabetes and epilepsy training – shared from NHS reports for any pupils who may need this support. Staff to receive relevant medical training as necessary.
- Staff with First Aid certificates and training to complete update courses, as required.

Resources:

- NHS training for staff on conditions like diabetes, asthma, and epilepsy
- Policy updates and review documents

Monitoring and Evaluation:

- Ensure SENCO liaises with NHS for specific training (e.g., Diabetes training, Epilepsy training etc.)
- AHT/SENCo to create new medical plans during Y6 transition process and Year Team Managers will ensure all care plans are up-to-date and in line with the latest medical guidelines as pupils move through each academic year.

5. Training on Disability Discrimination Act

Actions and Intended Impact:

- Provide staff with training on Adaptive Teaching to promote inclusive curriculum design and prevent OSFA (One-Size-Fits-All) strategies.
- Integrate Adaptive Teaching into all T&L CPD to help staff understand and meet diverse learning needs.

- Provide training in Disability Awareness and protected characteristics to staff, governors and pupils.

Timeline & Milestones:

- Adaptive Teaching training – Aspects delivered throughout the period 2024-27 (ongoing and will be planned into core work on T&L)
- PGCE students to attend sessions on Adaptive Teaching and SEND.
- Cascade Disability Awareness training to staff, governors and pupils

Resources:

- CPD sessions for all staff
- Time for AHT T&L / AHT SENCo to lead the planning and evaluation of staff training.

Monitoring and Evaluation:

- SLT will conduct focus fortnight reviews and learning walks to assess the integration of Adaptive Teaching in the classroom. EMET central staff also do a monitoring exercise
- DHT and Business Manager will review external visits to ensure accessibility and alignment with inclusive practices (when additional checks are required). Reminder in visits pack to check whether adjustments are needed.
- Review of Adaptive Teaching at SLT completed termly and shared with governors through Heads Report and Governor link report.

Section B: Accessibility of the Physical Environment:

1. Enhancing Accessibility for School Visitors:

Actions and Intended Impact:

- Install portable hearing loop system and clearly display signage in reception area
- Provide seat with high back / arm rests
- Provide wheelchair access counter
- Provide clear, large signage next to intercom
- Provide Google Map Directions link to School Website

Timeline and Milestones:

- Improvements identified: February 2026
- Improvements to be completed by end of academic year 25-26

Resources:

School budget, site staff time and EMET Capital Expenditure when appropriate

Monitoring and Evaluation:

- Site staff / ICT assigned to regularly inspect loop system once installed and review to ensure continued suitability
- Added to the Business and Operations Manager/Caretaker work schedule; progress updates shared with SLT

2. Emergency Evacuation & PEEPs (Personal Emergency Evacuation Plans)**Actions and Intended Impact:**

- Ensure regular training and readiness for emergency evacuation, particularly for students requiring additional support
- Develop and maintain up-to-date PEEPs for individual students. All PEEPs are stored on the Teachers Shared drive and linked to SIMS, Provision Map and Medical Tracker.

Timeline and Milestones:

- Evacuation protocols embedded in Learning Support training each term
- Equipment status: Evacuation chair in (LOCATION), Evacuation mats installed (LOCATION)
– See KA
- Site manager has audited wheelchairs and replaced as required.
- Evac mat training completed and to be cascaded to staff.

Resources:

Training time and minimal equipment funding

Monitoring and Evaluation:

- Ongoing review of PEEPs by KA and AXL
- Audit of school wheelchairs to be arranged by KA
- Review meeting held annually to assess current procedures

3. Accessibility Audit – Follow-up Actions**Actions and intended outcomes:**

Address physical accessibility issues across site based on audit feedback:

- o Stair safety improvements with highlighted top and bottom steps (bright coloured nosing)
- o Review door widths, visibility, and functionality
- o Review door access procedures
- o Ensure accessible toilets include coat hooks, shelf for belongings, hand washing and drying facilities and mirror at an accessible height
- o Ensure emergency alarms / assistive pull cords can be accessed / operated from ground level (WC level and adjacent floor area).

- o Ensure accessible toilets do not have unnecessary items stored within them.
- o Ensure all grab bars are positioned correctly, including horizontal grab bars on the back of doors.
- o Paint fittings and walls with a contrasting background where grab bars have been fitted to assist individuals with visual impairments.
- o Review all internal signage to ensure it is in upper and lower case lettering. Add a Braille option to signage

Timeline and Milestones:

- Business and Operations Manager and Site Staff to complete follow-up checks
- Items added to Site Manager checklist

Resources:

- Planning and meeting time
- Minor maintenance resources

Monitoring & Evaluation:

- Ongoing checks by Business and Operations Manager and Site Staff
- Progress updates scheduled throughout 26-27 with termly reports given to SLT and governors

4. Lift and Platform Lift Maintenance

Actions and Intended Impact:

- Ensure all lifts are safe, reliable, and in good working order across the school site.

Resources:

- Contracts with lift servicing companies
- Operations Manager to coordinate repair and servicing schedules

Monitoring and Evaluation:

- Staff to report any faults immediately
- Operations Manager to follow up with contractors and inform SLT

5. Further Accessibility Developments

Timeline and Milestones:

To be considered as part of EMET capital project planning.

Resources:

To be considered as part of EMET capital project planning.

Monitoring and Evaluation:

- Regular site reviews to assess feasibility
- SLT and site team to evaluate accessibility needs during future improvement work

Section C: Accessibility of Information:

1. Website Accessibility and Compliance

Actions & Intended Impact:

Ensure the school website meets accessibility standards by:

- o Using appropriate fonts, sizes, and graphics
- o Ensuring all hyperlinks and navigation tabs are functional
- o Promptly linking stakeholders to accurate and relevant information
- o Add Directions Link (Google Maps) to website to assist visitors

Timeline and Milestones:

- Accessibility checks embedded into termly SLT meetings
- Media Director to carry out scheduled reviews of website.

Resources:

Time allocated for regular website audits by Media Director and SLT.

Monitoring and Evaluation:

- Ongoing termly checks to ensure compliance with accessibility requirements
- Issues identified to be addressed promptly by IT and admin teams

1. Accessible Language in School Communications

Actions and Intended Outcomes:

- Ensure all documents and communications are written in clear, accessible language
- Standardize format and presentation of public-facing documents and governor reports

Timeline and Milestones:

- Ongoing quality assurance by the staff member responsible for each document
- Review of all policies and communications prior to publication

Resources:

- Staff time allocated for communication planning and document review
- Use of standard proformas/templates to ensure consistency

Monitoring and Evaluation:

- All communications pass through a designated gatekeeper to ensure clarity and accessibility
- Feedback from stakeholders to be used to continuously improve communication standards

2. Availability of Large Print / Braille Formats**Actions and Intended Impact:**

Ensure that key school information is available in alternative formats (e.g., large print, Braille) for visually impaired stakeholders

Timeline and Milestones:

- Review of current accessibility practices in consultation with the VI (Visual Impairment) Service
- Schedule meeting with NCC to assess additional support needs

Resources:

- Time for staff to consult with VI Service and NCC representatives
- Any required materials or format adaptations

Monitoring and Evaluation:

- Ongoing consultation with VI professionals to meet accessibility standards
- Records of requests and adaptations maintained and reviewed annually

3. Longer-Term Developments**Potential Projects:****Timeline and Milestones:**

To be considered as part of long-term capital development projects in partnership with EMET Estates Department

Resources:

Planning time and capital funding (major works via EMET; minor changes maintained by the school)

Monitoring and Evaluation:

- Site audits and stakeholder feedback to inform future improvements
- Evaluation of completed works to ensure they meet user needs and accessibility standards

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
- SEND policy
- Supporting pupils with medical conditions policy

Where can further information be accessed?

- Contacting the school directly: **Tel:** 0115 9387000 **Email:** office@kimberleyschool.co.uk
- The school website: www.kimberleyschool.co.uk

Approved by the Full Governing Body Spring Term 2026

Renewal Date: Autumn 2028