

Accessibility Plan

King's Academy Binfield and King's Academy Oakwood



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Contents

1. Aims	2
2. Legislation and Guidance	3
3. School Context	3
4. Monitoring Arrangements	3
5. Links with other Policies	3
6. Accessibility to Information	3
7. Responses to Requests for Information	4
Action Plan	5

1. 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 disabled students can participate in the curriculum
- Improve the physical environment of the schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our Academies aim to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Local Governing Body is committed to the Academy's Equal Opportunities Policy and is committed to promoting equality, accessibility, valuing diversity and combating unfair treatment. Equality of opportunity, accessibility and freedom from discrimination is a fundamental right and the Governors will exercise leadership and commitment in promoting this right. The Local Governing Body, through the Executive Principal and Senior Staff will:

- Be committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Audit, maintain and improve the effectiveness of the access to the physical environment, and curriculum.
- Improve the delivery of written information to students including signage around the academy site.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academies are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academies supports any available partnerships to develop and implement the plan.

Our Academy concerns and complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academies, the complaints procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for Academies 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

3. School Context

Kings Academy Binfield (Secondary) consists of two blocks on a large site. It is a relatively new building and the school has been open for 7 years. The main building is made up of 3 floors, which are accessible via lifts and stairs. The second block houses the Sports Hall, Dance Studio and Changing Facilities. These are all on a single floor.

Kings Academy Binfield (Primary) is connected to the secondary site. It is based on two floors again accessible via stairs and a lift.

As an all through school Kings Academy Binfield has approx 1516 students on site ranging in age from 3-18 years of age. There are approximately 195 staff on site (at Kings Academy Binfield and Oakwood). There are very few students or staff who require the use of the lift to access all floors on the school but where this does exist, a PEEP has been put in place.

4. 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.

5. Links with other Policies

This accessibility plan is linked to the following policies and documents for our school, which can be found here: <https://www.kgabinfield.uk/page/?title=Policies&pid=18>

This includes, but is not limited to:

- Equality information and objectives
- SEND Information Report
- Supporting Students with Medical Conditions

6. Accessibility to Information

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality the Freedom of Information Act (FOIA) the Data Protection Act (DPA) the Disability Discrimination Act the Equality Act (2010) and other legislation that provides a right of access.

7. Responses to Requests for Information

Key Academy policies and other relevant documents are posted on, and may be downloaded from, the academy's website. Parents/students may request copies of student record files, including paper and electronic files under FOI request. A small charge will be levied for administration and photocopying charges. Parents/students may not be given access to records which contain information on other staff/students which would breach our Confidentiality Policy and/or the Data Protection Act. All requests for information should be made in writing, to the Executive Principal.

Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO REVIEW	SUCCESS CRITERIA
To eliminate barriers for students who struggle to access the curriculum and to ensure full participation in the Academy community	Our Academies offers a differentiated curriculum for all students	All students are able to access curriculum materials independently	Ensure robust procedures are in place for early identification of students who need extra support both physically and academically	KAL SBn JTa RWO SJo KMa	Ongoing	Increased independence and ability to participate in all aspects of academy curriculum alongside peers
	We use resources tailored to the needs of students who require support to access the curriculum	Students improve confidence in their own abilities	Effective liaison with nursery providers and primary schools and robust admissions / induction protocol to KAB and KAO. Early screening of students who transfer in-year		Ongoing	Increased student confidence in their ability to access the curriculum
	Curriculum resources include examples of people with disabilities	Students and staff are able to utilise ICT equipment in order to meet individuals needs	Ensure all students with a SEND, who might be vulnerable or who may be experiencing hardship are aware of and able to take part in extracurricular activities		Ongoing	Increased staff awareness of varied student needs and how to effectively support all students within the classroom
	Curriculum progress is tracked for all students, including those with a disability	Staff are confident in supporting all learners to access the curriculum in a variety of ways	Provide additional appropriate IT support through bespoke software packages or		Ongoing	
	Targets are set effectively and are appropriate for students with additional needs - using edukey provision mapping					
	The curriculum is regularly reviewed to ensure it meets the needs of all students					

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			<p>Apps for individual students whose learning would benefit</p> <p>Ensure classrooms are organised, and effective seating plans used to promote the participation, independence and rapid progress of all students</p> <p>Ensure rapid progress is made by students who join KAB and KAO, at whatever phase, below the age related expectations</p> <p>Ensure a well-planned 'catch-up' programme using real student data is implemented, reviewed and monitored</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>To ensure the physical environment of the academy enables disabled students to</p>	<p>The environment is adapted to the needs of students as required. This includes at KAB:</p> <ul style="list-style-type: none"> • Ramps or flat access to buildings • Lifts to all floors 	<p>Improved access to disabled students and their parents</p> <p>All students are able to access resources in the classroom</p>	<p>Conduct a full review of both sites to ensure all aspects are genuinely accessible to all users. Plan for the remediation of any aspects which are not</p>	<p>KAL</p> <p>SBn</p> <p>JTa</p> <p>RWo</p> <p>SJo</p>	<p>Ongoing</p>	<p>Improved access to the academy sites for all those with disabilities</p> <p>Increased independence</p>

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<p>take full advantage of education and associated services.</p>	<ul style="list-style-type: none"> Fixed and portable loop systems for hearing impaired <p>Emergency access to the playing fields and sports facilities</p> <p>Hygiene and therapy rooms</p> <p>Corridor width</p> <p>Disabled parking bays</p> <p>At KAO, this includes:</p> <ul style="list-style-type: none"> Ramps or flat access to buildings Portable loop systems for hearing impaired Hygiene room with shower facilities Accessible toilets Rise and fall worktops in STEM room Parking bays for visitors Emergency access to the playing fields 	<p>and participate in learning opportunities alongside their peers</p>	<p>Ensure that individual needs of students can be met through the alteration of the physical environment when required</p>	<p>KMa</p>	<p>Ongoing</p>	<p>and ability to access the academy environment alongside peers</p>
<p>To ensure there is effective and timely delivery of information to the academy community and especially</p>	<p>Our Academies use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Braille 	<p>All students able to access information being shared</p>	<p>Use transition procedures to ascertain communication or physical barriers of any prospective parents/carers</p>	<p>KAL SBn JTa RWo SJo</p>	<p>Ongoing</p>	<p>Improved delivery of information to disabled students</p> <p>Increased student confidence in accessing and</p>

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<p>those with a specific disability.</p>	<ul style="list-style-type: none"> ● Induction loops ● Pictorial or symbolic representations 	<p>All staff to be aware of how to share information and differentiate effectively for differing student needs</p>	<p>Ensure staff are aware of any disabilities and possible accessibility to site and curriculum of students and parents/carers and ensure these barriers are overcome</p> <p>Ensure the availability of written material in alternative formats, if required. (standard forms, large print, coloured paper, audio and other languages if reasonably possible</p> <p>Ensure signage across the academy enables easy access and consistency across the academy sites</p> <p>Ensure effective and timely access to written information for students, parents and visitors</p> <p>Ensure the website is clear and accessible and is kept up to date</p>	<p>KMa</p>	<p>Ongoing</p> <p>As requested</p> <p>Ongoing</p> <p>As requested</p> <p>Ongoing</p>	<p>understanding information being shared</p>

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			with all necessary information			
Corridor Access	Corridors are wide and kept free of obstacles	Everyone can move around the school safely	A fire walk is carried out weekly to ensure that all corridors are clear	LRo (Site Manager)	Ongoing	
Lifts	Lifts are in good working order, for students to use on a daily basis	Everyone is able to access all floors on the school site	Lifts are maintained and serviced	LRo (Site Manager)	Ongoing	
Parking Bays	Parking bays are all accessible and on the ground floor level. There are spaces designated for accessible parking as close to the school as possible	Everyone has access to accessible parking		LRo (Site Manager)	Ongoing	
Toilets and Changing Facilities	Wheelchair Accessible toilets are available around the site Gender neutral toilets are available for use as a toilet and changing room Clean Room available	Everyone has access to appropriate toilet and changing facilities on the school site		LRo (Site Manager)	Ongoing	
Reception Area	Reception is situated on the ground floor, it has wide double door access. Seating is available.	Everyone can access the school building easily		LRo (Site Manager)	Ongoing	
Internal Signage	Internal signage indicates fire route	Everyone can evacuate the building safely and	All internal fire signage to be reviewed by the Site Team. Any new	LRo (Site Manager)	Ongoing	

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		easily in the event of an emergency	signage required should continue to be at an appropriate height			
Emergency Escape Routes	Wide Corridors Double Doorways Evacuation Chair	Everyone can evacuate the building safely and easily in the event of an emergency	All areas of the site have external fire exit doors ensuring safe evacuation. The Site Team ensures that pathways are kept clear of any hazards. Deliver training to designated staff on usage of the new evacuation chair and ensure serviced in line with health and safety requirements. PEEPS are used for staff and students who may have a need for assistance in an emergency	LRO (Site Manager)		
Student Examinations	Digital clocks are available in all exam rooms.	All students have the correct access arrangements in place for examinations	Digital clocks available in all exam rooms.	Exams Officer - SFa SENDSCO - RWo		

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	<p>All exam policies are in place and reviewed each year by the exams officer, this includes:</p> <ul style="list-style-type: none"> - Access arrangements - Emergency evacuation procedures, etc. <p>Exams access arrangement testing is covered and reviewed by the SENDCO (Rachel Woodman) working with the YPL and teaching staff to ensure all who may be entitled are tested</p>	<p>There are clear evacuation procedures in place in the event of an emergency during an examination</p>	<p>Reading Pens as well as Human Readers are offered to students who qualify for this concession. Read/Write Software used in lessons, but not yet implemented in the examinations. This needs to be looked at in the future.</p> <p>Word processing software is used in all lessons and available in examinations.</p> <p>SENDCo is responsible for maintaining and publishing the register of approved exams access arrangements used to notify all staff, including the exams officer, of students' requirements in assessments</p>			
Curriculum	<p>Please refer to latest SEND Information Report</p> <p>ILPs and EHCPs available on Edukey inform teaching staff</p>	<p>There is an appropriate curriculum in place for all students</p> <p>All students receive the support they</p>	<p>Review the Key Stage 3 provision to ensure all students are secondary ready.</p>	<p>KAL SBn KWe Rwo</p>	<p>Ongoing</p>	

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	<p>on the support required for students.</p> <p>Tailored curriculum with varied pathways to ensure that all students have the opportunity to succeed</p> <p>Regular CPD on various SEND needs to ensure fully informed teaching and support provided</p> <p>Timetabling to ensure access for this with physical needs, both permanent and temporary</p> <p>Training for staff on the use of technology where required e.g. Radio Aids, Read Write Software, etc.</p>	require to access their learning	<p>Review of Key Stage 4 and 5 Options to ensure the curriculum offered is appropriate for the current cohort</p> <p>Refresher training on ILPs and EHCPs</p>	TDe		
Notification of emergency toilet pull cord activation	A light/buzzer is used when the cord is pulled	Staff know how to respond if the emergency toilet cord is pulled	All Learning Support Staff to be made aware of protocol if the buzzer sounds	LRO (Site Manager)	Ongoing	
Physical Environment of the School	<p>Signage around the school</p> <p>Specialist furniture and resources</p>	Ensure that an action plan of continuous improvement is in place for the school site with regards to accessibility	<p>Undertake a site audit to highlight areas of improvement</p> <p>Classroom environment to be clearly labelled and organised</p>	<p>KAL</p> <p>LRO</p> <p>DCo</p>	Ongoing	

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			Reduce potential sensory overload in classrooms When identified, resources and specialist furniture purchased			
Stairs for Visually Impaired People	High Visibility Steps for people who are visually impaired	Ensure that internal staircases have high visibility steps	Ensure that all internal staircases have visibility strips If there are any external steps that they have visibility paint on.	LRO (Site Manager)	Jan 2026	
All persons within the school environment are able to exit easily.	Evacuation Plan	Persons who may have difficulty leaving the building in an emergency are identified and have PEEP written	PEEPs are written and relevant staff informed	Dco (School Business Manager) LRO (Site Manager)	Ongoing	
Preventing and Dealing with Discrimination	PSHE Programme School Behaviour Policy CPD provided to staff, including face to face training	Discrimination, harassment and victimisation on the grounds of protected characteristics will be eliminated	Equality awareness is raised through: - Information on website - Training to staff	KAL LTa SKh	Ongoing	Rates of bullying, discrimination, harassment and victimisation based on protected characteristics continue to fall.

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			<ul style="list-style-type: none"> - Safeguarding Training <p>PSHE Curriculum ensures that all year groups receive Equalities education in line with the PSHE Association programme of study</p> <p>Anti bullying week activities</p> <p>Monitoring of behaviour incidents and remedial actions taken</p> <p>Parent, student and staff surveys with follow up actions based on results</p>			Staff, parents and pupil survey highlight areas of improvement
Ongoing Qualities and Diversity Awareness in the school	Equality and Diversity Policy Equality and Diversity lead member of staff	Increased visibility and awareness regarding equality and subsequent reduced rates of discrimination	<p>Displays around the school promoting equality and diversity</p> <p>Leaflets and information available</p> <p>Support available</p> <p>Visibility of LGBTQ+</p>	KAL SKh	Ongoing	Increased visibility and awareness regarding equality and subsequent reduced rates of discrimination

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			Departments continue to look for examples to celebrate diversity within their subject areas			