



The Equality Act 2010 and schools

Schools' duties around accessibility for disabled students

Schools and LAs need to carry out accessibility planning for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which aim:

- To reduce and eliminate barriers to access to the curriculum, and to full participating in the school for students with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school, including students, staff and visitors.
- To reduce and eliminate barriers to access to information to all stakeholders in the school including students, staff and visitors.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Ofsted inspections may include a school's accessibility plan as part of their review.

Author	Mr Christopher Charlesworth (SENCO)		
Applies to: (please check as appropriate)	Staff ☒	Students ☒	Community ☒
Ratifying Committee(s):			
Available on:	Compliance Library ☐	Website ☒	
Date of Approval:	September 2025		
Date of Next Formal Review: (ensure this is aligned to committee meeting dates)	September 2026		
Review Period:	Annually		
Status:	Approved		
Owner:	Pontefract Academies Trust		
Version:	V3.0		

Document Control

Date	Version	Action	Amendments
1 September 2022	1		
1 September 2024	2	SENCO and Provision updates	
1 September 2025	3	SENDSCO Updated Additional provision included	

Contents

1. Background	4
2. Definition of disability	4
3. Making the school more accessible	5
4. Access to information	5
5. Making it happen	5
6. Improving access to information for members of the school community	6
7. How to access the plan	6

Accessibility Plan

1. Background

The King's School will take reasonable steps to ensure that students, staff and visitors with disabilities are not placed at a substantial disadvantage compared to those without disabilities.

Disability is defined by The Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

In considering what is reasonable The King's School will take account of:

- The practicalities of making adjustment.
- Health and Safety factors.
- The Trust budget situation.
- The interests of other students.
- The need to maintain academic standards.

All reasonable steps will be taken to ascertain disabilities of students. Consultation with parents and external agencies will determine strategies to support disabled students within school. Relevant information will be passed on to staff to ensure staff awareness. This is normally done before transfer as part of the transition process from primary settings.

Staff INSET on particular areas will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g. use of epi-pen and asthma training.

No student will be discriminated against by excluding him/her because of their disability. The practice of "reasonable adjustment" is integral to the Trust Behaviour and Relationships Policy which covers all students; a disability therefore does not preclude a student from exclusion.

2. Definition of disability

The definition of disability under the law is a wide one. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The definition includes people with:

- A Hearing or Visual Impairment.
- Cerebral Palsy.
- Muscular Dystrophy.
- Mental health issues.
- Incontinence.
- ADHD.
- Autistic Spectrum Disorder.
- Downs Syndrome.
- Hydrocephalus.
- Cystic Fibrosis.
- Severe Asthma.
- Diabetes.
- Cancer.

- Multiple Sclerosis.
- Epilepsy.
- Sickle Cell Anaemia.
- HIV.
- Facial disfigurement.
- Dyslexia.

If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Students with disabilities have Special Educational Needs ('SEN'), however, not all students with SEN meet the definition for disability. This plan covers all of these students.

3. Making the school more accessible

All buildings on the site have external ramp access or internal access to ground floor classrooms.

Lift access to the first floor is available in the Thornton Suite.

The King's School has disabled toilets in the following areas;

- Thornton Suite.
- Next to the Student Liaison Office.
- Next to the Main Admin Office.
- Science Block.

Handrails are in place throughout the site to assist with small flights of steps.

Reception and Sports Hall has been built to DDA building standards.

4. Access to information

Students needing individual copies of information displayed on the interactive whiteboard will be given printed information to support access needs.

Handouts and worksheets can be retained by students.

Notices and letters about school events are displayed on the school's website.

Students with visual impairment will have access to enlarged font as required or facilities to enable them to enlarge work as required in addition to direct access to the visual impairment team who work with both students and staff.

Teachers will adapt lessons in order to meet the needs of students with specific learning difficulties and to enable them to plan and execute their work.

Teachers and LSAs are aware of preferences expressed by students or their parents.

5. Making it happen

The Trustees and School Governance Committees of the Trust recognise the need to make all reasonable provisions for the admission and education of disabled students. Where possible the Trust expects

Headteachers and their Senior Leader Teams, to ensure that:

- Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around the schools.
- Leaders review the Admissions Policy so that reasonable adjustments may be made for disabled students seeking admission to the schools.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

6. Improving access to information for members of the school community

The School Performance Review Board and Headteacher (with their Senior Leadership Teams) will be required to comment in their annual report to parents/carers on the Accessibility Plan and identify any revisions as necessary. This may include:

- Success in meeting identified targets, including student achievement and attainment for those in vulnerable groups.
- Changes in physical accessibility of school buildings.
- Staff, student and parent/carer questionnaires or surveys that indicate increased confidence in the schools' abilities to promote access to educational opportunities for students with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for students with additional needs.
- Evidence that increased numbers of students with disabilities are actively participating in all areas of the schools.
- Evidence that fewer students are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- 'Student Voice' and student responses (verbally, pictorially and written) that indicate that they feel themselves to be included.
- Ofsted inspections identifying higher levels of educational inclusion.

7. How to access the plan

The Accessibility Plan is available on The King's School website.

Priority 1: To reduce and eliminate barriers to access to the curriculum, and to full participating in the school for students with a disability.

Timescale	Targets	Plan	Aim/Outcome
End of each academic year in preparation for new academic year.	Raised awareness of the curriculum needs of students with disabilities.	SENCo and/or teachers to meet with staff of new classes to ensure they are aware of children's/young person's needs. Liaise with outside agencies to provide advice/training if necessary. SEND team create One Page Profile outlining individual student needs and share with all staff.	All staff have an overview of the needs of these students. Increased access to the curriculum for these students through effective quality first teaching and the provision of required resources/equipment.
As necessary if children join school or become ill mid-year. End of academic year in preparation for new academic year for children with ongoing conditions e.g. diabetes.	Train identified personnel to administer medication.	The school to cooperate with parents in the administration of medication to those children/young people whose education would be disrupted if it was not available in school. If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures. Initiate individual health care plans where necessary and ensure these are shared with staff. Ensure that staff responsible for the administering of medication read and understand the statutory guidance 'Supporting Pupils with Medical Conditions in School'.	Children/young people in need of medication able to access whole curriculum. Clear agreed procedure for administering medication.
At least yearly i.e. end of academic year in preparation for new academic year.	Accommodate toileting and care needs of students.	Organise for the provision of suitable equipment. Make sure students are aware of where to access equipment if they have moved to new part of the school. Make sure staff are aware of needs of incontinent students. If necessary, consult with Health Authority	Sensitive procedures for efficient care of children/young people who are incontinent. Agreed procedures for

		partners to provide training for staff in toilet training techniques and ways of meeting needs of students who are incontinent. Students allocated toilet passes. Intimate care plans are documented within a student's individual health care plan.	sensitive toilet training, ensuring the dignity of the student is always the priority. Access to the whole school curriculum and increased inclusion.
At least yearly i.e. end of academic year in preparation for new academic year.	Classrooms are optimally organised for students with disabilities, including access to specialist equipment and furniture where necessary.	When organising classrooms for the forthcoming year ensure the needs of students with disabilities are considered e.g. adequate space provided for students with physical disabilities to ensure they are able to move around the classroom, hearing and visually impaired students situated in a suitable position in the classroom etc. If necessary consult with outside agencies for advice regarding adaptations, use of aids etc. are situated in suitable positions within the classroom etc.	Classrooms are optimally organised and equipped for disabled students.
Ongoing	Ensure that specialist input is available to students with disabilities e.g. through the local authority and NHS specialist teams and that staff responsible are familiar with the range of services on offer to students from external agencies.	Regular liaison between school staff and relevant external agencies. Recommendations from external agencies are shared with relevant staff.	Appropriate support for students with specific difficulties. Increased access to the curriculum for these students.
Ongoing	All students have access to a broad and balanced curriculum.	All students are encouraged to take part in all areas of the curriculum at a level appropriate to their ability. Lessons address a variety of learning styles and work is adapted and provided in a form suitable to the student's e.g. larger print, use of ICT etc. if necessary. Students with a disability who cannot participate in	All students participate in a broad range of curriculum subjects at a level that is suitable for them.

		particular activities e.g. in PE are given suitable alternative experiences or are given the opportunity to work in a different year group. Seek advice and liaise with other agencies regarding students with an Education Health and Care Plan so that they are able to access to the curriculum fully. Seek training if necessary e.g. a student with physical disabilities to be provided with training in touch typing.	
Ongoing	School visits are accessible to all students.	The needs of students with disabilities are considered when planning a school visit and suitable arrangements made e.g. staffing ratios/level of support required in order to participate fully in the visit, preparing the pupil before by showing pictures/sharing an itinerary.	All students able to participate in school visits undertaken by their peer group/class.

Priority 2: To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school, including students, staff and visitors.

Timescale	Targets	Plan	Aim/Outcome
Annually	To review annually all areas of the school in order to ensure there are no physical barriers to access for current and prospective students with disabilities, as well as for staff and visitors.	Make any necessary low-key adjustments to maximise physical access, improve acoustics and maximise visual clues e.g. Fit ramps and handrails. Make sure pathways around school are safe and well signed.	Access to all ground floor areas of school for all students. Increased student independence around the building.
Ongoing	The school plans to take into account the needs of students, staff, and visitors with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.	Arrangements for parking near school gate/in car park. Emergency and evacuation systems to inform PEPs to be clear for all students that require one. All PEPs to be shared with staff. Consideration to be given to purchasing an evacuation chair and undertaking associated training. Furniture and equipment selected, adjusted and located appropriately. Fit disabled toilets that are accessible to all students.	

Priority 3: To reduce and eliminate barriers to the access to information to all stakeholders in the school including students, staff and visitors.

Timescale	Targets	Plan	Aim/Outcome
Ongoing	To provide written materials in alternative forms when required or requested.	The school to ensure that information is presented in a user-friendly way, e.g. use of font style and size, use of support staff to assist with reading, use of I.C.T.	Delivery of information to students, parents/carers, and visitors improved.
Long Term	As above.	Where necessary liaise with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for students/parents and carers who may have difficulty with the standard written print.	As above.
Annually	To ensure that student needs are met through 'Access arrangements' in planning exams.	Use qualified assessors to test students and provide information on access arrangements. Ensure the SENCo and Exams Officer arranges testing in good time and puts into place any requirements.	Improvements in student outcomes. Meeting exam board requirements.
Ongoing	High quality careers advice is provided to students with disabilities.	The Careers Advisor liaises with the SENCo to ensure careers advice is appropriate to each student's aspirations and likely destination after Year 11. Careers Advisor attends EHCP reviews for children in Year 9 and above if requested. The SENCo liaises LA's 'Preparing for Adulthood' Co-ordinator in order to support students' and families' decision making in terms of destinations after Year 11.	Students and families are well informed of choices post-16. Ensure that no students with disabilities become NEET.