Accessibility plan
2026-2029

Kings College Guildford

"Work hard, be kind and push yourself"

POLICY REVIEW AND AMENDMENT LOG

Review Frequency: **Every 3 years**

Next review date: **July 2029**

Reviewed By:	Review Date	Reviewing Governor	Date Approved by Governing Body
Mollie Robberts	August 2023	Jo Oliver	24/09/2026
Mollie Robberts	August 2026	Jo Oliver	24/11/2026

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Kings College, we are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the College, irrespective of disability. The achievement of all staff and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against students and staff by adhering to our duties as an employer under the legislation. The plan will be made available online on the school website, and paper copies are available upon request.

- We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.
- We aim to identify and remove barriers to students with a disability in every area of College life.
- We have high ambitions for our students with a disability and expect them to participate in all aspects of college life.
- Our commitment to equal opportunities is driven by the need to ensure the College:
- sets suitable learning challenges
- responds to students' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of students.

- We will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:
- promoting equality of opportunity
- eliminating unlawful discrimination
- eliminating disability-related harassment

- promoting positive attitudes towards disabled people
- encouraging disabled people's participation in public life
- taking steps to take into account people's disabilities, even when that involves more favorable treatment

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 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 and articles of association.

3. 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 COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	SEND pupils to be discussed by SENDCO in order to assess and support their present needs at termly person-centered reviews. Objectives and targets from EHCPs to be used as working documents for pupils, teachers, and support staff. Our school offers a inclusive curriculum for all pupils which takes into account of individuals barriers and strategies. Each child requiring SEN Support has a Pupil Passport coproduced with the child, family and staff to identify needs, barriers and strategies. All staff use the Passports to inform classroom practice. All staff have been trained to understand the Ordinarily Available Provision and as a school we have a clear overview of the standards and approaches expected in every lesson. Staff access regular training to inform their practice.	Ensure staff are trained in how to adapt and support pupils with a disability within the classroom and planning of the curriculum.	Student Briefing and INSET Update for staff based on individual needs. Fortnightly staff briefings with student information updates. Passports reviewed with pupils at least twice a year. Passports up to date and accessible for staff. Review of students attainment, attendance, behaviour and rewards at each data point. Intervention planned and delivered via a data driven approach. Quality Assurance calendar is in place and completed	SENDCo and Vice Principal	Annually	Students with additional needs including disabilities make above levels of expected progress.

	We use resources tailored to the needs of pupils who require support to access the curriculum. This includes modified resources, modified furniture and software. Curriculum resources include examples of people with disabilities. The school will complete Nurture Uk Accreditation 2026-27 to ensure all learners' needs are understood and met. Pupils with a disability will have equal access to extended schooling. School day structure supports students to make limited movement times due to four period day with a social time break between each lesson. The curriculum is reviewed via Trust Review, school quality assurance of lessons and coaching of department leads. The College Council includes Subcommittees who raise awareness and develop involvement for the student		annually to ensure curriculum meets the needs of students.			

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	body. All areas of the College Council and student voice activities involve students with additional needs including those with disabilities. Provide a robust cycle of CPD for staff, particularly new staff, on the needs of pupils with a disability.					

Improve and maintain access to the physical environment	The environment is adapted to the needs of all pupils at the school and additional adaptations are made if needs change. This includes: • Access to The Hub, Eikon Space, The Quad or library which is are safe place before school, brunch and lunch • Ramps at entrances • Accessible Doors • Lift in main building • Corridor width • Disabled parking bays • Accessible toilets and changing facilities • Wheelchair-accessible tables and work areas in science and technology classrooms. • Library shelves at wheelchair-accessible height	Ensure the environment and equipment is maintained to high standards	Essential maintenance of the site completed via regular site walks. Expansion of SEND areas within the school to created SEND Hub 2025-26.	Premises	Annually	All students able to access all areas of the school

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	• Specialist seating, equipment and tables for students that require bespoke support, we ensure this is carefully informed by working with PD + Sensory Advisors or Occupational Therapist to understand their needs in full. • Annual bids for further funding in order to increase access to the building and school grounds and also to allow access to the school curriculum. 20026 This has included updating accessible doors, bannisters in key areas and accessible lowered toilet.					

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Improve the delivery of information to pupils with a disability	SEND section of school website. Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Personal laptops and adjustments • Pictorial or symbolic representations	Ensure support staff are able to use and access the resources needed to support the delivery of information for pupils with a disability	Support staff team meeting	SENDCo	Annually	All staff feel confident in supporting pupils with disabilities. All students are able to access lessons in full.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Vice Principal, Mrs. Mollie Robberts.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- SEND policy and Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy