



Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

Accessibility Policy

This policy is a statutory document, fulfilling the requirements of the Equality Act 2010 (Schedule 10), the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, and other relevant legislation. It is intended for all members of the school community, including pupils, parents/carers, staff, governors, contractors, and visitors.

The Accessibility Policy and the accompanying Accessibility Plan are published on the Kennet Valley CofE VA Primary School website and are available in hard copy upon request from the school office.

Policy agreed (date):	April 2029
Policy published (including on website) (date):	April 2029
Next review (date):	April 2029

Policy Statement and School Vision Alignment

Policy Statement

Kennet Valley CofE VA Primary School is committed to providing an inclusive, accessible, and equitable environment for all pupils, staff, parents, carers, and visitors. We recognise and celebrate the diversity of our community and are dedicated to removing barriers to participation and achievement for everyone, particularly those with disabilities or special educational needs. Our approach is underpinned by the Equality Act 2010, the SEND Code of Practice, and all statutory duties relating to accessibility and inclusion. We are committed to making reasonable adjustments, promoting equality of opportunity, and fostering a culture of respect and understanding. We believe that every member of our school community should have access to high-quality education, facilities, and information, enabling them to thrive and reach their full potential.

Alignment with School Vision and Ethos

Our Accessibility Policy is rooted in the school's vision: "Small Beginnings; Endless Possibilities. Growing together in Compassion, Curiosity and Courage." This vision reflects our belief in the unique value and potential of every individual, and our commitment to nurturing growth, resilience, and aspiration in all members of our community.

Inspired by the Christian ethos and the Biblical teaching of Matthew 13:31-32 (the Parable of the Mustard Seed), we recognise that even the smallest beginnings can lead to great outcomes when nurtured with care, compassion, and courage. We strive to create an environment where every pupil, regardless of background or ability, can flourish and contribute to the life of the school.

Where applicable, our policy is informed by the Church of England's "Valuing All God's Children" guidance, ensuring that our approach to accessibility and inclusion is consistent with our Christian values and the wider mission of the Church.

Legislative and Statutory Framework

Key Legislation and Statutory Guidance

Our Accessibility Policy is informed and governed by the following key legislation and statutory guidance:

- **Equality Act 2010 (including Schedule 10):** Requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations. Schedule 10 specifically mandates the preparation and publication of an Accessibility Plan.

- **SEND Code of Practice: 0 to 25 years (DfE/DoH, 2015):** Provides statutory guidance on identifying, assessing, and supporting children and young people with special educational needs and disabilities.
- **The Education Act 1996:** Sets out duties relating to the education of children with SEND and accessibility requirements.
- **Health and Safety at Work etc. Act 1974:** Places duties on schools to ensure the health, safety, and welfare of all users, including safe and accessible premises.
- **The School Premises (England) Regulations 2012:** Specifies minimum standards for school premises, including accessibility.
- **Public Sector Equality Duty (PSED):** Requires schools to have due regard to eliminating discrimination, advancing equality, and fostering good relations.
- **Ofsted Education Inspection Framework (EIF) 2019 and Ofsted Toolkit 2025:** Sets out inspection requirements for inclusion, accessibility, and the impact of reasonable adjustments.

Statutory Duties and Responsibilities

Kennet Valley CofE VA Primary School has a legal duty to prepare, publish, and review an Accessibility Plan at least every three years. The Plan must address:

- Increasing access to the curriculum for disabled pupils
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improving the availability of accessible information to disabled pupils

We are required to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers. This duty is anticipatory, meaning we must plan ahead for the needs of current and prospective pupils.

All staff, governors, and volunteers have a responsibility to uphold the principles of this policy and to contribute to the creation of an inclusive and accessible environment.

Scope and Purpose

Scope of Policy

This policy applies to all aspects of school life at Kennet Valley CofE VA Primary School, including:

- All pupils, including those with SEND and/or disabilities
- All staff, including teaching, support, and administrative staff
- Parents, carers, visitors, contractors, and volunteers
- All school activities, including curricular, extra-curricular, and off-site events
- The physical environment, including buildings, grounds, and facilities
- Digital platforms, communications, and information provided by the school

Purpose and Objectives

The purpose of this policy is to ensure that Kennet Valley CofE VA Primary School meets its statutory obligations and best practice standards for accessibility and inclusion. Our objectives are to:

- Remove barriers to participation and achievement for all pupils, especially those with SEND and/or disabilities
- Promote full access to the curriculum, physical environment, and information
- Foster a culture of respect, dignity, and high expectations for all
- Ensure that accessibility is embedded in all aspects of school planning, decision-making, and daily practice
- Involve pupils, parents, staff, and the wider community in the ongoing development and review of accessibility arrangements

Accessibility Principles and Best Practice

Whole-School Approach

Accessibility is a whole-school responsibility, integral to our strategic planning, ethos, and daily practice. We are committed to embedding accessibility in all aspects of school life, including leadership, teaching and learning, estates management, and community engagement.

We follow the Department for Education's Good Estate Management (GEM) principles, ensuring that our buildings and grounds are developed and maintained to meet the needs of all users. Regular accessibility audits inform our planning and investment decisions, and we work proactively to anticipate and address potential barriers.

Our approach is informed by sector standards and professional guidance, including the National Association for Special Educational Needs (nasen), Wiltshire County Council (where applicable), and the Church of England Education Office.

Person-Centred and Graduated Approach

In line with the SEND Code of Practice, we adopt a person-centred and graduated approach to identifying and meeting the needs of pupils with SEND and/or disabilities. This means:

- Placing the pupil and their family at the heart of decision-making
- Working collaboratively with pupils, parents, and external professionals to co-produce support plans
- Using a graduated response (assess, plan, do, review) to ensure that support is tailored, proportionate, and regularly evaluated
- Ensuring that reasonable adjustments are made in a timely and effective manner

We recognise that needs and circumstances may change over time, and we are committed to ongoing dialogue and review to ensure that provision remains appropriate and effective.

Equality, Diversity, and Inclusion (EDI) Integration

Accessibility is an integral part of our wider equality, diversity, and inclusion (EDI) strategy. We are committed to promoting equality of opportunity, celebrating diversity, and challenging discrimination in all its forms.

Where relevant, we draw on Wiltshire County Council and Church of England guidance to ensure that our approach reflects both statutory requirements and the distinctive ethos of our school. We recognise the importance of intersectionality and are attentive to the ways in which different aspects of identity and experience may interact to create barriers or opportunities.

Accessibility Plan: Structure and Implementation

Accessibility Plan Overview

Kennet Valley CofE VA Primary School maintains a statutory Accessibility Plan, which sets out our objectives, actions, timescales, and responsibilities for improving accessibility. The Plan is reviewed and updated at least every three years, with progress monitored by the Governing Body and senior leadership team.

The Accessibility Plan is developed in consultation with pupils, parents, staff, governors, and relevant external agencies. It is published on the school website and available in alternative formats on request.

The Plan addresses three key areas:

- Increasing access to the curriculum
- Improving the physical environment
- Improving the delivery of information

Increasing Access to the Curriculum

We are committed to ensuring that all pupils, including those with SEND and/or disabilities, have full access to a broad, balanced, and ambitious curriculum, as set out in the 2014 National Curriculum. Our strategies include:

- Differentiating teaching and learning activities to meet diverse needs, using a range of approaches and resources
- Providing assistive technology, such as screen readers, adapted keyboards, or communication aids, to support access and participation
- Adapting assessment arrangements, including additional time, modified materials, or alternative formats, as appropriate
- Delivering targeted interventions and support, informed by evidence-based practice and regular assessment of progress
- Ensuring that all educational visits, enrichment activities, and extra-curricular opportunities are accessible to all pupils, with reasonable adjustments made as required

- Providing ongoing professional development for staff in inclusive teaching, SEND, and accessibility, drawing on resources from nasen, local authority teams, and specialist providers
- Monitoring and evaluating the impact of accessibility measures on pupil outcomes, engagement, and wellbeing

We work closely with pupils and parents to understand individual needs and preferences, and to co-produce personalised support plans where necessary.

Improving the Physical Environment

We are committed to providing a safe, welcoming, and accessible physical environment for all users. Our approach includes:

- Conducting regular accessibility audits of the school premises, using tools and checklists informed by GEM principles and HSE guidance
- Ensuring that entrances, corridors, classrooms, toilets, and playgrounds are accessible to all, with features such as ramps, lifts, handrails, accessible toilets, and clear signage
- Considering accessibility in all capital projects, refurbishments, and maintenance works, in line with DfE Good Estate Management guidance
- Providing designated parking spaces and drop-off points for disabled users
- Maintaining clear, unobstructed routes and ensuring that emergency evacuation procedures are accessible to all
- Consulting with users, including those with lived experience of disability, to identify and address potential barriers
- Working with external professionals, such as occupational therapists or local authority advisors, to inform planning and provision

We recognise that the physical environment plays a crucial role in enabling participation and independence, and we are committed to continuous improvement in this area.

Improving Delivery of Information

We are committed to ensuring that information is accessible to all members of the school community, regardless of disability or communication needs. Our approach includes:

- Providing written information (e.g., newsletters, policies, reports) in accessible formats, such as large print, Braille, audio, or translated versions, on request
- Ensuring that digital content, including the school website and online learning platforms, meets recognised accessibility standards (e.g., WCAG 2.1)
- Using clear, plain language and visual supports to aid understanding
- Offering alternative methods of communication, such as telephone, video calls, or face-to-face meetings, as appropriate
- Providing accessible signage and wayfinding throughout the school
- Ensuring that information about school events, policies, and procedures is communicated in ways that are inclusive and accessible to all
- Complying with recent DfE and Ofsted guidance on digital accessibility and inclusive communication

We regularly seek feedback from pupils, parents, and staff on the accessibility of information and make improvements in response to identified needs.

Monitoring, Review, and Impact Assessment

The implementation and effectiveness of the Accessibility Plan are monitored through:

- Regular review meetings involving the Accessibility Lead, SENCO, senior leadership team, and governors
- Collection and analysis of feedback from pupils, parents, staff, and external partners
- Use of accessibility audits, surveys, and data on participation and outcomes
- Recording and reporting of reasonable adjustments made, including their impact on individuals and groups
- Annual reporting to the Governing Body and publication of progress updates on the school website

We are committed to a cycle of continuous improvement, learning from experience and best practice to enhance accessibility for all.

Roles and Responsibilities

Governing Body

The Governing Body has strategic oversight of accessibility and inclusion at Kennet Valley CofE VA Primary School. Its responsibilities include:

- Approving the Accessibility Policy and Accessibility Plan, ensuring compliance with statutory duties
- Monitoring the implementation and impact of accessibility measures
- Holding the Headteacher and senior leaders to account for progress and outcomes
- Ensuring that accessibility is embedded in school development planning and resource allocation
- Engaging with stakeholders, including pupils, parents, and the wider community, to inform policy and practice

Headteacher and Senior Leadership Team

The Headteacher and senior leadership team are responsible for the day-to-day implementation, monitoring, and reporting of the Accessibility Policy and Plan. Their duties include:

- Leading the development and review of the Accessibility Plan, in consultation with stakeholders
- Ensuring that reasonable adjustments are made promptly and effectively
- Promoting a culture of inclusion and high expectations for all
- Overseeing staff training and professional development in accessibility, SEND, and equality
- Allocating resources to support accessibility priorities
- Reporting to the Governing Body and external agencies as required

Staff Responsibilities

All staff have a duty to support accessibility and inclusion in their roles. This includes:

- Being aware of the Accessibility Policy and their responsibilities under the Equality Act 2010 and SEND Code of Practice
- Making reasonable adjustments in teaching, support, and communication to meet the needs of pupils and colleagues
- Participating in relevant training and professional development
- Contributing to the identification and removal of barriers to participation
- Communicating effectively with pupils, parents, and colleagues to ensure that needs are understood and met
- Recording and reporting any concerns or issues relating to accessibility to the Accessibility Lead or SENCO

Pupil, Parent, and Community Involvement

We value the insights and contributions of pupils, parents, and the wider community in shaping our approach to accessibility. Mechanisms for involvement include:

- Regular consultation and co-production of support plans with pupils and families
- Surveys, focus groups, and feedback opportunities on accessibility issues
- Encouraging pupil voice, particularly for those with lived experience of disability, through school councils and other forums
- Engaging with local community groups, disability organisations, and external professionals to inform practice
- Providing clear information about how to raise concerns or suggestions relating to accessibility

We are committed to fostering a sense of belonging and shared responsibility for accessibility across the school community.

Procedures and Processes

Identifying and Removing Barriers

We use a range of procedures to identify and remove barriers to accessibility, including:

- Regular accessibility audits of the curriculum, premises, and information, using sector-standard tools and checklists
- Analysis of participation and achievement data to identify potential disparities
- Surveys and feedback from pupils, parents, staff, and visitors
- Review of incidents, complaints, and near-misses related to accessibility

- Engagement with external professionals, such as occupational therapists or SEND advisors, to provide specialist input

Where barriers are identified, we develop and implement action plans to address them, involving relevant stakeholders in the process.

Making and Recording Reasonable Adjustments

We are committed to making reasonable adjustments to ensure that disabled pupils and others are not placed at a substantial disadvantage. Our process includes:

- Early identification of needs through transition meetings, assessments, and ongoing dialogue with pupils and families
- Collaborative planning of adjustments, involving the pupil, parents, staff, and, where appropriate, external professionals
- Implementation of adjustments in a timely and effective manner, with clear communication to all involved
- Recording adjustments made and their impact
- Regular review and evaluation of adjustments, with changes made as necessary in response to feedback or changing circumstances
- Use of impact assessments to inform decision-making and ensure that adjustments are effective and proportionate

Examples of reasonable adjustments may include:

- Providing additional adult support in class
- Adapting resources or equipment
- Modifying timetables or routines
- Arranging alternative formats for information
- Adjusting physical layouts or access routes

Responding to Accessibility Concerns and Complaints

We are committed to responding promptly and effectively to any concerns or complaints relating to accessibility. Our process includes:

- Providing clear information to pupils, parents, and staff about how to raise concerns, including through the school's complaints procedure
- Ensuring that concerns are acknowledged and investigated in a timely manner
- Involving relevant staff and, where appropriate, external professionals in resolving issues
- Keeping the complainant informed of progress and outcomes
- Recording concerns and actions taken, using this information to inform ongoing improvement

We view concerns and complaints as valuable opportunities to learn and enhance our provision.

Training, Awareness, and Continuous Improvement

Staff Training and Professional Development

We recognise that high-quality training and professional development are essential to effective accessibility and inclusion. Our approach includes:

- Induction training for all new staff on the Accessibility Policy, statutory duties, and inclusive practice
- Ongoing training for teaching and support staff in SEND, equality, accessibility, and safeguarding, drawing on resources from nasen, local authority teams, and specialist providers
- Targeted training for staff with specific responsibilities, such as SENCOs, site managers, or digital leads
- Opportunities for staff to share good practice and learn from each other
- Keeping records of training and professional development

We regularly review our training programme to ensure that it meets the evolving needs of the school community.

Raising Awareness and Promoting Inclusive Culture

We are committed to raising awareness of accessibility and promoting an inclusive culture across the school. Activities include:

- Assemblies, workshops, and curriculum activities that celebrate diversity and challenge stereotypes
- Sharing information about accessibility and inclusion through newsletters, the school website, and other communications

- Involving pupils in promoting accessibility, for example through peer support, mentoring, or school council initiatives
- Marking national and local events, such as Disability History Month or World Autism Awareness Week
- Displaying accessible signage and positive images of disability throughout the school

We believe that fostering understanding and empathy is key to creating a welcoming and supportive environment for all.

Continuous Improvement and Innovation

We are committed to a process of continuous improvement, seeking out new ideas and approaches to enhance accessibility. This includes:

- Keeping up to date with emerging trends, such as digital accessibility, co-production, and assistive technology
- Engaging with research, professional networks, and external organisations to inform practice
- Piloting innovative approaches and evaluating their impact
- Seeking feedback from pupils, parents, staff, and external partners to identify areas for development
- Reviewing and updating policies and procedures in light of new evidence or guidance

We aim to be a learning organisation, open to change and committed to excellence in accessibility and inclusion.

Monitoring, Evaluation, and Reporting

Monitoring and Evaluation Arrangements

We have robust systems in place to monitor the implementation and effectiveness of the Accessibility Policy and Plan. These include:

- Regular review meetings involving the Accessibility Lead, SENCO, senior leadership team, and governors
- Use of data on participation, achievement, attendance, and behaviour to identify trends and areas for improvement
- Accessibility audits of the curriculum, premises, and information
- Analysis of feedback from pupils, parents, staff, and external partners
- Recording and reviewing reasonable adjustments and their impact

Findings from monitoring and evaluation are used to inform ongoing planning and improvement.

Reporting to Stakeholders

We are committed to transparency and accountability in our approach to accessibility. Reporting arrangements include:

- Annual reports to the Governing Body on progress against the Accessibility Plan
- Publication of updates and impact reports on the school website
- Sharing information with pupils, parents, and staff through newsletters, meetings, and other communications
- Providing evidence of compliance with statutory duties to Ofsted and other external agencies as required

We welcome feedback from all stakeholders and use it to inform our ongoing development.

Policy Review and Update

Review Cycle and Triggers for Update

This policy and the accompanying Accessibility Plan are reviewed at least every three years, or sooner if required by:

- Changes in legislation or statutory guidance
- Significant developments in accessibility practice or provision
- Outcomes of Ofsted inspections or other external reviews
- Feedback from pupils, parents, staff, or external partners

Interim updates may be made as necessary to ensure that the policy remains current and effective.

Stakeholder Consultation on Review

The review process involves consultation with a wide range of stakeholders, including:

- Pupils, particularly those with SEND and/or disabilities

- Parents and carers
- Staff, including teaching, support, and administrative staff
- Governors
- External partners, such as local authority teams, health professionals, and community organisations

We are committed to ensuring that the voices and experiences of those most affected by accessibility issues are central to the review and development of our policy.

References

- Equality Act 2010 (including Schedule 10)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (DfE/DoH, 2015)
- The Education Act 1996
- Health and Safety at Work etc. Act 1974
- The School Premises (England) Regulations 2012
- Public Sector Equality Duty (PSED)
- Department for Education: The Equality Act 2010 and schools – Departmental advice for school leaders, school staff, governing bodies and local authorities
- Ofsted Education Inspection Framework (EIF) 2019 and Ofsted Toolkit 2025
- Department for Education: Good Estate Management for Schools (2023)
- SEND and Alternative Provision Improvement Plan (DfE, 2023)
- National Association for Special Educational Needs (nasen) guidance
- Wiltshire County Council Accessibility and SEND guidance (where applicable)
- Church of England “Valuing All God’s Children” guidance (where applicable)
- Health and Safety Executive (HSE) guidance for educational settings
- Any other relevant local authority or diocesan guidance