

Kensworth CE Academy Accessibility Action Plan

This action plan sets out our approach to accessibility to complement the DSAMAT Accessibility Policy and in accordance with the Equality Act 2010. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, trustees and local governors.



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.	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum adaptations are standard practice in all classes Curriculum resources include examples of people with additional needs Curriculum progress is tracked for all pupils, including those with additional needs Vision, value and ethos of the school fosters inclusivity Commitment from all stakeholders to ensure access to curriculum is equitable Regular CPD to increase staff awareness and understanding of additional needs	Ensure the personalised adaptations are consistent across all classrooms. Ladders are accurately and regularly updated. Increase the SEMH offer through Hamish and Milo resources and ELSA support	Monitoring through looking at planning and at books, through observations/learning walks, pupil progress and through pupil voice. Hard copies of ladders to be annotated by classroom staff throughout the half term. Information to be updated on spreadsheet at least half termly. Discussion at SEND review meetings and pupil progress meetings. CPD to be planned using Walkthru resources Support for individual staff to be provided as needed.	SB/PB	September 2026 September 2025 Ongoing ECT training	All pupils have access to an appropriately adapted curriculum which allows them to make progress according to their individual needs. Ladders are, accurate, accessible and informative.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: · Makaton signs · Widget symbols · Communication Boards · Objects and images · Verbal and written information · Appropriately sized font · Internal signage	Ensure consistency regarding the use of appropriate communication across all classes by all staff. Ensure all staff are confident in using the communication methods which support the children they interact with.	Monitoring through looking at planning and at books, through observations/ learning walks, pupil progress and through pupil voice. CPD and support for individual staff to be provided as needed.	SB/PB	September 2026 ECT training and development	There is consistency in approach across the school.
Improve the environment for pupils with a disability.	Our school is a single-story building. It has: Ramps leading to buildings. Accessible toilets, one of which has accessible changing facilities. A Nurture Space (Willow Room)	Ensure the Nurture room is appropriately resourced.	Ensure equipment currently on order is received and installed. Monitor the environment and the needs of the children to assess whether it is a suitable environment. Consider SEND provision for September 2026. (DG Level 7 training)	SB/PB/DG	September 2025 September 2026	The environment meets the needs of all pupils in school including those needing inclusion curriculum.

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 the headteacher in conjunction with the Trust Inclusion Lead.