



**The Kite
Academy
Trust**
Flying high
together

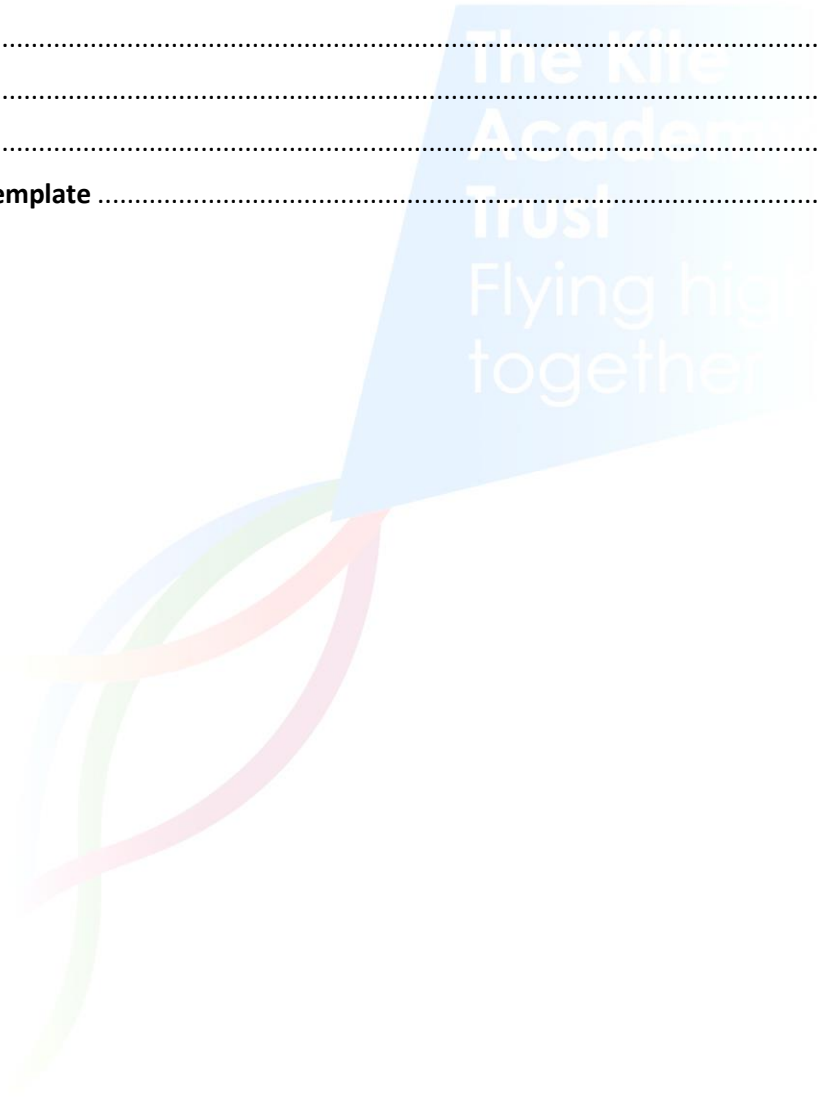
KITE ACADEMY TRUST

ACCESSIBILITY POLICY

P1131

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1 Introduction

The Kite Academy Trust takes a wholly inclusive approach toward the provision of its learning experiences for children across its academies.

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001 places a duty on the responsible bodies of all schools/academies to plan to increase the accessibility of their premises for disabled pupils and prospective disabled pupils.

The definition of a disability under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to do normal day-to-day activities.

This policy is a reflection of not only a commitment to provide quality learning experiences for all, but also to facilitate an equity of enjoyment and access as far as possible. The Kite Academy Trust has a responsibility to ensure that its academies provide a curriculum that meets the specific needs of individuals and groups of children. Our academies will respond to children's diverse learning needs and will overcome potential barriers to learning, assessment and access.

The Kite Academy Trust and its academies also aim to improve accessibility for disabled staff, parents and visitors.

2 Aims

The Kite Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. We aim to maximise the achievement, enjoyment and life chances of all our pupils, ensuring that the following aims lie at the heart of our practice:

- Ensure all children, staff, parents and visitors will have care, courtesy and commitment within their academy community;
- Ensure disabled children, staff, parents and visitors are not treated less favourably for a reason related to their disability;
- Plan to increase access to education for disabled children;

Each academy will endeavour, within the resources available, to:

- Develop a curriculum that meets individual children's needs, increasing the extent to which disabled children can participate;
- Improve the physical environment of the academy for the purpose of increasing the extent to which disabled children are able to access learning opportunities and activities;
- Allocate adequate resources to maximise the implementation of their individual accessibility plan to ensure that reasonable adjustments are in place so that disabled children, staff, parents and visitors are not placed at a substantial disadvantage within the academy community.

3 Roles & Responsibilities

This Kite Academy Trust overarching policy establishes the aims of the Trust and its academies in supporting the needs of disabled children, staff, parents and visitors. The Equality Act 2010 requires all schools/academies to have an accessibility plan, the purpose of which is to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils

Each of our academies will have a site-specific accessibility plan, the responsibility for implementation of which will lie with the Academy Head Teacher. A range of stakeholders are included in the development of the accessibility plans, including children, staff, parents, and governors of the academy.

The Kite Academy Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Trust supports any available partnerships to develop and implement our academies' accessibility plans, including developing partnerships with specialist agencies involved in the support of children at our academies.

The Kite Academy Trust Academy Complaints Policy covers our academies' accessibility plans. If you have any concerns relating to accessibility in an academy, the procedure outlined in this policy explains the process for raising these concerns.

5 Legislation & 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

4 Links

Health, Safety & Environment Policy
Equality & Diversity Policy
Welfare Policy

Please refer to individual accessibility plans published by each academy.

Document Management

Document ID:	P1131		
Last Review:	January 2025	Review Period:	2 years
Responsibility of:	Deputy CEO	Ratified by:	Trustees (14.02.25)

Appendix 1 - Accessibility Plan Template

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions by	Success Criteria
Increase access to the curriculum for pupils with a disability				Flying high together		
Improve and maintain access to the physical environment						
Improve the delivery of information to pupils with a disability						