KPS Accessibility Plan Policy

Date reviewed: September 2026
Date of next review: September 2027

SAT Sikh Academies Trust
Faith Inspired Education

SAT Accessibility Plan

Scope of the policy

This policy applies to all schools in SAT. This policy sets out how SAT will ensure that all pupils, staff, parents/carers, and visitors have equal access to education, facilities, and services. It is designed to meet statutory duties under the Equality Act 2010, which requires schools and public bodies to make reasonable adjustments to remove barriers to participation.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Trust's current duties towards disabled pupils are principally contained within the Equality Act 2010. This accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.
- Promote equality of opportunity for all pupils, staff, and visitors.
- Eliminate discrimination, harassment, and victimisation related to disability.
- Foster a culture of inclusion, respect, and awareness.
- Ensure that the physical environment, curriculum, and information provided are accessible to all.
- Comply with statutory duties, including the Public Sector Equality Duty.

Included in this document is an Action Plan showing how the school will address the priorities identified. We value and promote diversity because every child matters. We are an inclusive school and actively seek to overcome the barriers to access and participation experienced by particular groups of pupils.

Our aims in relation to disabled pupils are that:

- all our disabled pupils are able to participate fully in the life of our school, accessing the curriculum and school activities alongside their non-disabled peers;
- our school environment is accessible and welcoming to pupils with disabilities;
- our students access all the facilities available although PSA is housed within a building with different levels;
- we are able to provide information in an appropriate accessible format where reasonably required;
- staff have high expectations for our disabled pupils; our staff feel skilled to meet the needs of our disabled pupils;
- our disabled pupils reach their potential, in academic and extra-curricular activities;
- our disabled pupils feel fully part of the school community;
- information from pupil data shows our disabled students made good progress in developing independence and achieving academic success.

We have identified all pupils with special educational needs. Some pupils with long-term medical conditions may also meet the definition of disability under the Equality Act 2010, depending on the substantial and long-term effect of the condition on their ability to carry out normal day-to-day activities.

We analyse performance data for all of our pupils with a disability. This helps us to both understand their opportunities and achievements and also to identify any barriers they may face that we try to overcome.

The needs and progress of pupils with EHCPs are assessed at least annually with parents/carers as part of the Annual Review process, and adaptations are made where appropriate to support pupils in their development and educational achievement.

Adaptations we have made:

- Tracking closely the progress and attainment of disabled children and young people through regular Data Drops.
- Giving all students, including disabled students, equal access to Sport, Music and Drama, teams, School plays and School Council.
- All students are able to fully participate and enjoy the spiritual ceremonies and functions of our Sikh faith school.
- Monitoring instances of bullying and harassment of disabled students through analysis of behaviour data.
- Disseminating information on students with disabilities through the SIMS databases.
- Increasing awareness of technology and practices available for meeting the needs of disabled students.
- Improving the quality of access to visual materials within the classroom for all students including those with visual impairment.
- Increasing the range of activities available within lessons for all students in order to raise achievement and give all students the opportunity to experience success.
- Pioneer Secondary Academy (PSA) is one large rectangle building with two levels. New additions to the school meet disability requirements. For example, there is step free access, wide doors, disabled toilets, lifts and changing areas, and lighting is bright.
- Khalsa Primary School (KPS) is based on a ground floor on one level, the site is fully accessible including disabled toilets and facilities.
- At PSA the welfare area has step free access and the Learning Support Centre can be accessed via lift.
- At KPS the welfare area and learning support centre has step free access.
- Main Reception has step free access.
- All staircases at PSA have railings on both sides with a flat platform halfway up.
- Exterior stairs at PSA have yellow, slip proof paint line markings on the edge of the steps.

Accessibility Measures

Curriculum Access

- Differentiated teaching and learning strategies.

- Use of assistive technologies (e.g., screen readers, communication aids, tablets and specialised key boards).
- Staff training in inclusive practices.
- Fostering understanding and awareness of medical conditions and disabilities among students and parents.
- Adjustments for assessment and exams (e.g., extra time, modified papers), where appropriate and in accordance with relevant examination access arrangement requirements.

Physical Environment

- Ramps, lifts (PSA), accessible toilets, and signage.
- Desks that feature adjustable heights.
- Provision of seating in suitable sizes.
- Modification of coat hooks and step aids.
- Implementation of strategic seating arrangements.
- Evacuation procedures that include Personal Emergency Evacuation Plans (PEEPs).
- Evacuation chairs on all staircases at PSA.
- Furniture and classroom layouts designed for accessibility.
- Regular audits of accessibility needs.

Information Access

- Provision of information in alternative formats (e.g., large print, Braille, audio, Easy Read)
- Use of plain language and visual supports where needed.
- Accessible digital content and websites.
- Interpreters or translation services when necessary.

Responsibilities

SAT

- Approve and monitor implementation of this policy.
- Publish an Accessibility Plan, reviewed at least every three years, addressing:
    - Improving access to the physical environment.
    - Increasing access to the curriculum.
    - Improving access to information.
- Ensure compliance with the Equality Act 2010.

Headteacher / Senior Leadership Team

- Implement the policy and Accessibility Plan.
- Ensure staff receive training on equality and accessibility.
- Monitor and evaluate the effectiveness of reasonable adjustments.
- Report annually to governors on progress.

Staff

- Promote equality and inclusion in their practice.
- Implement reasonable adjustments in teaching and support.
- Report barriers to accessibility to line managers or SENCO.

SENCO / Inclusion Lead

- Oversee the accessibility needs of pupils with SEND and disabilities.
- Work with staff, families, and external agencies to identify and remove barriers.
- Ensure Individual Support Plans and adjustments are in place.

Our main priorities

Further increase the extent to which disabled pupils can participate in the school curriculum.

- Disabled pupils are able to access the curriculum via specialist support and by adaptation in the classroom.
- We aim to increase staff expertise in meeting the needs of pupils with visual and other impairments through targeted professional development, and enhanced use of assistive technologies such as AI.
- Information such as the website information is available in larger fonts for students with visual impairment. In lessons, information is modified to help students to access the information. We will take account of pupils' disabilities and any preferences expressed by pupils or their parents/carers.
- We will continue to provide support in exams, e.g. enlarged papers, extra time, etc., where appropriate and in accordance with relevant examination access arrangement requirements.
- Continue to make the physical modifications required to ensure that students can access all parts of the building and participate in all activities of the school.

Overall responsibility for the Plan will rest with the Board of Trustees (BoT). The SENCO is responsible for ensuring that information on our disabled pupils is disseminated to staff. Teachers are responsible for using the assessment information they receive to inform and adapt their teaching.

Definition of Disability

We adopt the Equality Act 2010 definition of disability: a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The definition of disability in the Equality Act 2010 is broad. Physical impairment includes sensory impairment and mental impairment can include learning difficulties and mental health conditions. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ generally means that the impairment has lasted, or is likely to last, for at least 12 months. An impairment does not by itself mean that a person is disabled – it is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

An impairment may affect normal day-to-day activities including:

- mobility;
- manual dexterity;
- physical coordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk or physical danger.

Conditions which may constitute a disability include diabetes, asthma, epilepsy, chronic fatigue syndrome, a medically diagnosed mental health condition. Hidden impairments include dyslexia, autism, speech and language impairments and ADHD. Certain conditions, including cancer, multiple sclerosis and HIV infection, are treated as disabilities under the Equality Act 2010 from the point of diagnosis.

A person may meet the Equality Act 2010 definition of disability regardless of whether an impairment or condition has been formally diagnosed. In determining whether an impairment has a substantial adverse effect, the effect of measures being taken to treat or correct the impairment is generally disregarded, subject to statutory exceptions including the use of spectacles or contact lenses.

We recognise that disability is a sensitive issue with confidentiality implications. Individuals who meet the Equality Act 2010 definition may not necessarily consider themselves disabled. The Trust will make reasonable adjustments for disabled pupils where required by the Equality Act 2010.

Consultation

- Student Voice – Student questionnaires and wider issues will be discussed with the students.
- Individuals – parents of students with SEND and identified disabilities will be canvassed for their views as part of the Inclusion Support Plan and Annual Review process.
- Outside Agency advice.

Publication

The accessibility plan is published on the school's website. If anyone wants a paper copy they may obtain one by asking the school's office. Requests may also be made for alternative formats. This Accessibility Plan covers the period September 2026 to August 2029 and will be reviewed annually during this period and revised where necessary.

Reporting

To meet our duty, it is essential that all aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Pioneer Secondary Academy and Khalsa Primary School the achievement of students by disability will be monitored by the Senior Leaders responsible for Monitoring, Assessment and Reporting. Reports are made by the Senior Leadership Team to the Governing Body and BoT.

ACTION PLAN 2026–2029

REQUIREMENT 1: The responsible body of a school in England and Wales must prepare:

a. An accessibility plan;
b. Further such plans at such times as may be prescribed.

Response 1: This is the accessibility plan.

REQUIREMENT 2: An accessibility plan is a plan for, over a prescribed period:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum.
2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities or services provided or offered by the school.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Response 2:

1. Disabled pupils access the curriculum via support and by adaptation in the classroom. Specialist support where required is provided. Specialist counsellor, careers advisor, welfare staff actively support pupils with disabilities.
2. We aim to increase staff expertise in meeting the needs of pupils with visual and other impairments through targeted professional development, and enhanced use of appropriate assistive technologies.
3. The physical environment has been altered in a number of areas to improve accessibility. Paving has been laid to provide safe access to the back field and desking and seating have been removed from the top-floor corridor.
4. Information, such as the website, is available in larger fonts for students with visual impairment. In lessons, information is modified to enable students to access it. We will take account of pupils' disabilities and any preferences expressed by pupils or their parents/carers.
5. Future building works will take account of applicable accessibility requirements.
6. We fully support pupils during exams, e.g., enlarged papers, extra time, etc., where appropriate and in accordance with relevant examination access arrangement requirements. The support continues to be of a high quality. We have provided this support for internal formal assessments.

REQUIREMENT 3: The delivery of the above must be:

1. Within a reasonable time.
2. In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Response 3:

1. This is a three-year Accessibility Plan covering September 2026 to August 2029. We aim to ensure that non-building adjustments are considered and implemented promptly where reasonable and required.
2. Timescales for building changes will depend on the nature and scale of the project and any applicable accessibility requirements.

3. We will communicate with our disabled students and their parents/carers, where appropriate, to ensure that we take account of their expressed preferences.

REQUIREMENT 4:

a. An accessibility plan must be in writing.

Response 4:

a. Please see this written plan.

REQUIREMENT 5:

a. The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

Response 5:

a. Reviewed annually by Trustees and revised where necessary.

REQUIREMENT 6:

a. The responsible body must implement its accessibility plan.

Response 6:

a. Implementation monitored by Trustees.