Accessibility Plan

2026-2029

To be ratified by the Local Governing Body 30.11.2026	
Signed by the LGB	**Date:**
To be reviewed every 3 years:	**Date:**

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1. Introduction

Kitts Green Academy is a 7-16 years special academy. We cater for pupils with Social, Emotional and Mental Health (SEMH) challenges and additional complex behaviors. A number of our learners may also be on the autism spectrum. This plan identifies:

- How the Academy meets the needs of children in response to the Special Educational Needs and Disabilities Code of Practice 2014.
- How the Academy takes into account and responds to the Equality Act 2010.

1.2. Kitts Green Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

2. Special Educational Needs

2.1. A child or young person has SEN if they have a learning difficulty or a disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her making use of facilities that are provided for children of the same age.

2.2. All Learners have an Education, Health and Care Plan (EHCP). Learners are primarily ambulant however the site is fully accessible for wheelchair access should this be required. The site has:

- Fully accessible toilets and changing areas
- Dropped kerbs
- Low distraction environments and spaces for small group work
- Specialist curriculum areas for Secondary aged students including:
- ICT room, Food Technology suite, Fitness suite and Construction area
- Safe and secure outside area
- High quality Library
- MUGA – Multi Games surface
- Sensory and early intervention area

3. Access to The Academy Curriculum

3.1. The Academy strives to provide a caring environment according equal value to each individual regardless of ability or background. Within this framework, it aims to create opportunities for the intellectual, personal, and social development of all students whilst building skills they need for the life they want. This is so they may realise their full potential, experience success, and become responsible and fulfilled members of the Academy, of the Community and of the rapidly changing society around them. Our curriculum at Kitts Green Academy is constantly evolving using our collective experience of working with unique children with a diverse range of needs. It is tried and tested but continues to be modified to meet the changing needs of the children. Staff are skilled and trained in delivering a wide variety of teaching approaches.

4. Access to Information/Communication with Parents/Carers

4.1. Kitts Green Academy is committed to open and honest communication with families. This is achieved by:

4.2. Kitts Green Academy will communicate with parents/carers via either Class Dojo, email or other appropriate electronic methods.

Communication with individual families will be used at the Academies discretion.

4.3. Regular parent meetings including annual reviews, parents' evenings, Academy events and opportunities to input into the curriculum.

- Individualised communication e.g., texting, emails, use of interpreters.
- Academy website and prospectus.

5. Access to Specialist Support

5.1. Kitts Green Academy provides, employs, and has access to a range of professionals who offer advice, guidance, and support in meeting pupils' needs. These agencies include:

- On site First aiders
- A part time Speech and Language Therapist
- Access to an Occupational Therapy Service
- Access to a behaviour analyst
- Additional therapeutic services as required for the needs of our learners.
- Support Hub (MASH)

5.2. There is regular input into the Academy from:

- Educational Psychology Service
- Specialist Therapists as identified to meet the needs of individual learners.

5.3. The following academy policies outline how the academy addresses and continue to review and improve the academy curriculum. These include:

6. The Academy Curriculum Policy and Statement

- SEN Information Report
- Assessment Policy

- SEN Policy
- Behaviour Policy

6.2. This plan will be monitored by the Academy's Trustees and published on the Academy website. The School Improvement Plan is the main document which drives our practice forward and is central to the delivery of the Academy Accessibility Plan

6.3. The key actions to increase accessibility for pupils to the curriculum, the physical environment and to information are:

Objectives	**Actions to achieve objective**	**Responsibility**		**Success criteria**
To ensure curriculum access for the upcoming and further changing cohort of pupils	A broad, balanced and physically well resourced curriculum offer. Individual learning targets through Individual Education Plans Specialist teaching input (IT, Art, music, Science, PE, design and technology, Food technology)	Whole staff team		Raise pupil achievement in core areas of the curriculum. Facilitate additional support to enable individuals to access the full Curriculum. Enhance life experiences.

	Access to therapeutic services to enable individual learners to access the curriculum.			
Ensure appropriateness of the physical environment	Ensure specialist areas are physically well equipped. Ensure curriculum content guides effective use of physical environments to support learning. Develop outdoor opportunities for students across the curriculum. Continue to develop the	Lead by SLT Whole staff team responsible for implementation		Raise achievement for pupils. Improved safety for all involved. Attractive and suitable environment maintained/improved. Increase personal and social learning opportunities for children throughout the school day. Have opportunities to generalise skills.

	accessible outdoor areas: Make use of the MUGA as an integral part of curriculum and extracurricular opportunities. Construction area and specialist sites to be developed to enable KS4 options. Ensure low distraction working and breakout spaces are accessible for learners as required. Develop and integrate opportunities to accommodate individual emotional and therapeutic support needs		

To improve learner's ability to communicate their wants and needs and to maintain wellbeing,	Key staff assigned to learners in each class to support learner's individual communication, emotional and academic needs. Develop and implement format for curriculum and parents evening to reflect the Education, Health and Care plans	Whole Academy team	Effective communication within academy and with all stakeholders New opportunities to increase our children's views/voice.
a) for children b) for parents / carers	New reporting system introduced that includes EHCP targets through termly targets shared with parents. A new Academy website		Communication through agreed home/school methods.

To ensure that staff are trained to meet the full range of pupils' needs.	Full training for new staff. Annual/bi-annual update training for existing staff − Medical conditions − Positive Behaviour Management − Manual Handling Plus, specialist training linked to individual needs. Comprehensive Inset programme for all staff linked to SIP and appraisal targets	Head teacher and multi-disciplinary team	Staff are trained and competent. Staff are proactive in self-identifying training needs.

7. Changes

Description	Date	Page	Section
New Policy			