THE KING'S SCHOOL CANTERBURY
JUNIOR KING'S

Accessibility Plan 2026-2029

Responsible Person: KSC Deputy Head (Pastoral)

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1. Policy Statement

The School is committed to providing an inclusive environment in which all pupils, staff, parents, carers and visitors are treated with dignity, respect and fairness. We recognise our duties under the Equality Act 2010 and are committed to removing barriers to participation, learning and achievement for disabled pupils. [Equality Act 2010]

The School will:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Make reasonable adjustments where required
- Foster positive attitudes towards disability and neurodiversity
- Ensure disabled pupils can participate fully in academic, pastoral, co-curricular, boarding and school community life
- Review accessibility continuously and respond proactively to changing needs

2. Legislative Framework

This plan fulfils the requirements of Schedule 10 of the Equality Act 2010, which requires schools to plan for:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment of the school
3. Improving the delivery of information to disabled pupils [Equality Act 2010]

The School will review this plan annually and undertake a full renewal every three years. Adequate resources will be allocated to support implementation. [Equality Act 2010]

3. Definition of Disability

The School adopts the definition within the Equality Act 2010:

A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities [Equality Act 2010]

This includes, but is not limited to:

- Sensory impairments
- Physical disabilities
- Long-term medical conditions
- Mental health conditions
- Neurodiverse profiles where these meet the statutory definition
- Learning disabilities and chronic health conditions

4. Strategic Objectives (2026-2029)

Each of the following objectives and actions are to be pursued, monitored and reviewed by the relevant committee for **each** school site (IC, JKS and KSC).

The relevant school leads provide evidence of progress and progress termly.

The School will:

Objective 1

Increase participation in curriculum, co-curriculum (including enrichment and educational visits), leadership opportunities and wider school life.

Objective 2

Improve the physical environment to maximise independence, dignity and safety.

Objective 3

Ensure information is available in accessible formats and delivered in ways that meet individual needs.

Objective 4

Develop staff expertise in inclusive practice, awareness of disabled experience and reasonable adjustments.

Objective 5

Embed a whole-school culture of belonging, inclusion and confidence in supporting disabled experience.

5. Governance and Accountability

Responsibility	Accountability
Governing body	Approval, monitoring and annual review
Headteacher	Overall implementation
SENDCo	Day-to-day coordination
Premises Director	Physical accessibility
HR Director	Staff training and workplace adjustments
Deputy Head (Academic)	Curriculum accessibility
Deputy Head (Co-Curricular)	Co-curriculum accessibility
Deputy Head (Boarding)	Boarding accessibility
Director of Admissions	Admissions accessibility
Director of IT and IT Services	Assistive technology and digital accessibility
Director of Compliance	Policy review for accessibility
All Staff	Inclusive practice and reasonable adjustments

6. Current Strengths

The School currently:

- Provides reasonable adjustments where identified
- Maintains SEND and disability records
- Makes examination access arrangements in accordance with JCQ guidance
- Consults with families and external specialists
- Provides support for trips, clubs and enrichment activities
- Offers accessible information upon request
- Incorporates awareness of disabled experiences within pastoral and educational programmes

7. Three-Year Action Plan

A. Increasing Access to the Curriculum

Desired Outcome

Disabled pupils participate fully and achieve highly across all areas of school life.

Action	Timescale	Lead	Success Measure
Annual review of disabled pupils' needs	Annual	SENDCo	Support plans updated
Maintain pupil profiles/passports for staff	Ongoing	SENDCo	100% staff access
Staff training in adaptive teaching and inclusive classroom practice	Annual	Deputy Head (Academic)	Increased confidence and consistency
Expand use of assistive technology	Ongoing	Director of IT and IT Services & SENDCo	Appropriate technology provided

Ensure all co-curriculum activities are accessible (inc. trips, clubs and leadership opportunities)	Ongoing	Deputy Head (Co-Curricular)	Participation data demonstrates inclusion
Annual review of examination access arrangements	Annual	Deputy Head (Academic)	Compliance with JCQ
Embed Universal Design for Learning principles	2026-2029	Deputy Head (Academic)	Improved pupil engagement

B. Improving the Physical Environment

Desired Outcome

Pupils, staff and visitors can access facilities safely, independently and with dignity.

Action	Timescale	Lead	Success Measure
Annual accessibility audit	Annual	Premises Director	Action plan updated
Ensure all refurbishment projects consider accessibility by design	Ongoing	Premises Director	Accessibility embedded in projects
Improve signage and wayfinding	By 2027	Premises Director	Improved navigation
Review lighting, acoustics and sensory environments	Annual	Premises Director	Sensory barriers reduced
Maintain lifts, ramps, handrails and accessible toilets	Ongoing	Premises Director	No significant access barriers
Expand quiet and low-stimulation spaces	By 2028	Deputy Head (Academic)	Increased pupil access
Introduce Personal Emergency Evacuation Plans (PEEPs) where required	Ongoing	Director of Compliance	100% completion
Review boarding accommodation accessibility	Annual	Deputy Head (Boarding)	Accommodation plans maintained
Review residential accommodation accessibility	Annual	Deputy Head (Co-Curricular)	Accommodation plans maintained

C. Improving the Delivery of Information

Desired Outcome

Disabled pupils receive information in formats that are accessible within reasonable timescales.

Action	Timescale	Lead	Success Measure
Audit communication preferences annually	Annual	SENDCo	Record maintained
Provide large print, Braille, audio and electronic formats when required	Ongoing	SENDCo	Requests met promptly
Review website accessibility annually against WCAG standards	Annual	Director of IT and IT Services	Compliance improvements
Ensure subtitles are enabled on school-produced video content	Immediate	Director of IT and IT Services	Accessible media
Provide accessible admissions and visitor information	Ongoing	Director of Admissions	Positive feedback
Improve accessibility of maps, signage and wayfinding information	2027	Premises Director	Increased usability
Review all key policies for accessibility	Annual	Director of Compliance	Accessible publication of key policies

These actions align directly with the information-access duties within Schedule 10 [Equality Act 2010]

8. Consultation and Engagement

The School consults regularly with:

- Disabled pupils
- Parents and carers
- Governors
- Staff
- External professionals
- Specialists in disabled experiences
- Advisory services

Feedback is gathered through surveys, annual reviews, focus groups and accessibility audits.

9. Monitoring and Review

The Accessibility Plan will:

- Be reviewed termly
- Be reported to Governors annually
- Be revised if circumstances change
- Be renewed every three years
- Be published on the School website
- Be available in alternative formats on request

Progress will be measured against documented actions, participation data, stakeholder feedback and accessibility audit outcomes [Equality Act 2010]