


# Accessibility Plan

## Thomas Keble School



This is a <b>statutory plan</b> and was agreed upon by the Full Trust Board on (and supersedes all previous policies relating to this area):	May 2025 (Proposed)
Signed by The Chair of Trustees Mr Julian Wintle:	
Implemented:	May 2025 (Proposed)
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Author:	S P Shaw



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Thomas Keble, we believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year-on-year by combining quality first teaching with a robust pastoral support programme and comprehensive extracurricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate, and empowered young adults. A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

- Respect
- Excellence
- Ambition
- Compassion
- Honesty

The plan will be made available online via the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.



## 2. Legislation and 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Increase access to the curriculum for pupils with a disability</b>					
<b>Current good practice</b>	<b>Objectives</b>	<b>Actions</b>	<b>Who</b>	<b>Date</b>	<b>Progress</b>
We offer a differentiated curriculum for all pupils	Ensure staff training is up-to-date on what is meant by differentiation, specifically that this is about scaffolding and access over reducing.	Scheduled CPD.	CPA	Jul 25	Live
We use resources tailored to the needs of pupils who require support to access the curriculum	Specify and fit a height adjustable bench and cooking area in Food Technology, a height adjustable workstation in both ICT rooms and a height adjustable workstation in Resistant Materials.	Ensure this is adopted as part of the new build.	JMH SPS GOM	Feb 25	Complete
We work with families and the local authority to accommodate and support students with disabilities to access a mainstream provision.	Improve the physical resource to be support more children with a disability to be able to attend Thomas Keble by specifying a Hygiene Room.	Work with KIER and the DfE to specify this provision in an appropriate area of the school. Make GCC aware of the provision offered.	JMH SPS GOM	Feb 25	Complete
Targets are set effectively and are appropriate for pupils with additional needs	Monitoring that targets are equally ambitious for all students.	Regular target checks through SMT Links are built into the data cycle.	CPA	Jul 25	Live
All aspects of the curriculum are reviewed to make sure they meet the needs of all pupils	The academic curriculum remains accessible to all students. All activities, clubs, extra-curricular activities and trips are open to all pupils. All curriculum trips are open to all pupils and where necessary the school will alter arrangements to ensure that curriculum trips are accessible to disabled pupils as far as is reasonably possible.	Regular reviews of the offer are carried out.	CPA	Jul 25	Live

<b>Improve and maintain access to the physical environment</b>					
<b>Current good practice</b>	<b>Objectives</b>	<b>Actions</b>	<b>Who</b>	<b>Date</b>	<b>Progress</b>
Science labs are accessible via level access or ramps.	As the orientation of Science moves to align with the new build, ensure ramps are added to allow access for all students to S1, S3 and S4.	Tarmacked accessible ramps to the rear of Science Labs S1, S3 and S4 as part of the new build.	JMH SPS GOM	Feb 25	Complete
Corridor widths in T-Block support access for all students, staff and visitors.	Corridor widths are accessible in T-Block.	Ensure this is adopted as part of the new building.	JMH SPS GOM	Feb 25	Complete
Elevator in the 3-floor block support access to all floors.	Maintain accessibility to all floors in T-Block	Ensure this is adopted as part of the new building and that access via fob is available to students through Heads of Year.	JMH SPS GOM	Feb 25	Complete
The school has a disabled/accessible toilet.	Increase the number of accessible toilets and include accessible changing and showering facilities	Specify as part of the new build that we have these toilets on each floor of T-Block and ensure we have accessible changing/shower with accessible entrance	JMH SPS GOM	Feb 25	Complete
Some library shelves are at wheelchair-accessible height	Increase the number of library shelves that are at wheelchair-accessible height	Specify this shelving for all new furniture in the LRC. Reduce the amount of materials on taller legacy shelving trolleys.	JMH SPS GOM	Feb 25	Complete
We zone 3 disabled parking bays in our current car parking configuration and add reserved spaces for those that need closer access to the building entrances.	Include disabled parking spaces close to the new entrance areas.	Discussion with the main contractor KIER.	JMH SPS GOM	Mar 26	Live



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<b>Improve the delivery of information to pupils with a disability</b>					
<b>Current good practice</b>	<b>Objectives</b>	<b>Actions</b>	<b>Who</b>	<b>Date</b>	<b>Success Criteria</b>
Some signage within existing building.	Improve internal signage within the new building to include colour coding to floors and way-finding floor signage. Replicate signage in legacy blocks (S and K).	Specify with main contractor, order and fit matching signage for retained buildings.	JMH SPS GOM	Feb 25	Live
Promote accessibility to Thomas Keble to prospective families.	Induction loops available in T-Block	Specify induction loops in areas of the new build.	JMH SPS GOM	Feb 25	Complete

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy