Accessibility Policy
2025-2026 Update

KAA Mission Statement

INTREPIDUS (adj.)
Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come into the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:

Excellence

Creativity

Resilience

Citizenship

We know they will guide our work to create an outstanding academy which transforms the lives of our students.

Scope

The Equality Act 2010 defines disability as 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Education Act 1996 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age) but not all pupils are disabled by their SEN and vice versa. It is the duty of the school to make 'reasonable adjustments' and to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a disadvantage. This does not include a duty to change physical features.

KAA Disability Equality Statement

At Kensington Aldridge Academy (KAA), we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the academy.

KAA acts to ensure that it does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. Staff at the academy also work closely with colleagues from other agencies in order to provide the best support possible.

KAA has an Autism Centre catering for high functioning students who present with a range of complex social, emotional and behavioural needs. There is an intake of five students per year currently, with an eventual total of twenty-five
across all Key Stage 3 and 4 year groups. This reflects the school ethos of inclusion and desire to be prepared to admit pupils who may have disabilities, encouraging their integration at all levels with the mainstream element of the academy.

Accessibility arrangements to assist the inclusion of pupils with SEN and disabilities

The following measures are in place to ensure the physical accessibility to students with SEN and Disabilities:

- one-way system in corridors
- handrails along stairs/steps
- seating plans are organised according to the needs of individual pupils
- disabled car park spaces for transporting visually impaired and physically disabled students
- refuge areas to all staircase landings for emergency access and audio connection to main reception
- inter-active hearing loop installed at reception.
- disabled toilets with emergency alarm loop to main reception to summon assistance if required
- medical room has additional wheelchair to assist visitors
- lifts to facilitate wheelchair access to all floors, with DDA compliant wide doors, audible landing announcement and tactile operator keys
- level access to building to enable wheelchair access to main building

The following measures are in place to improve curriculum access for students with SEN and Disabilities:

- differentiated content and range of Teaching & Learning approaches to ensure access
- special arrangements made for disabled students to participate in school trips
- facility to enlarge worksheets or change font format.
- Learning Support Department runs homework clubs before school, break, lunch-time and after school
- therapy programmes are provided for some pupils who are suffering from emotional and behavioural difficulties (These are provided by an external team of therapists, who work on site)
- LSAs are assigned to particular groups and individuals to support their learning
- co-teachers are assigned to a number of classes to facilitate learning and increase progress
- consideration of students specific needs during placement in teaching groups

The following equipment has been purchased to assist students to access the curriculum:

- Individual laptops
- Touch screen computers

- Colour photocopier to photocopy resources for partially sighted students
- Mobile height adjustable desks are strategically placed throughout the building
- Use of radio micro links for student with hearing impairment
- Literacy software for pupils with a low reading age upon entry
- Dictation software is needed if required

Staff and training arrangements to aid inclusion of students with SEN and Disabilities:

- Specific SEN induction for all Learning Support and Grandin staff
- Comprehensive LSA training schedule throughout the year
- Whole school, tailored SEN staff training
- Special arrangements/adjustments made to enable disabled/ SEN students to be included in school trips. E.g. additional staff.
- Liaison with outside agencies including;
    - Speech and Language Therapist
    - Occupational Therapist
    - Teacher of the Deaf
    - Early Help
    - Specialist Teacher Service
    - Autism Outreach Service
    - Educational Psychologist
    - School Nurse
    - Place2Be, MIND and LCAT therapy services
    - CAMHS

4 Year Plan for Compliance with Schedule 10 of the Equality Act 2010- starting in 2022-23

KAA maintains a four-year plan that ensures 'reasonable adjustments' for current and future disabled pupils. This lays out cycle of continuous improvement employing the philosophy of "Plan Act Do Check", continually looking to identify and implement best practices driven from the senior leadership team and filtering down through all staff. The plan is particularly important in raising the awareness of responsibilities of all staff and governors. The accessibility plan identifies three areas: the physical environment, communications and the curriculum.

The four-year plan is based only on our permanent building, KAA1, at 1 Silchester Road, London, W10 6EX.

KAA1, 1 Silchester Road, London, W10 6EX

2022-2023	Actions	Success criteria	Person responsible
Physical	To ensure the academy, including all alterations made during the summer, are fully compliant with the Equality Act and Special Educational Needs and Disability Act with adequate welfare facilities.	The Academy is fit for occupation for students, staff and external visitors. Any disabled person should be able to use any service or function provided or school grounds constituting the school environment. All people in the KAA community (staff, students, parents, other visitors) can access the site safely. Sign off by Building control of the site suitability. Work with architects to ensure that design of new third floor extension has inclusion and accessibility at the heart of its design.	Facilities Manager

	To ensure the fixed furniture and equipment is fully DDA compliant.		Facilities Manager
	To ensure a diverse catering strategy which is inclusive.	We have a diverse school community covering many religious and ethnic backgrounds. The catering offer must be appropriate for all of these groups.	Catering Manager
	To write a personal emergency evacuation plan (PEEP's).	Evidence of compliance is available in the Academy Access Statement and the Fire Safety Strategy.	Facilities Manager / Safeguarding Lead / Director of Inclusion
Curriculum	To develop a KS3/KS4 curriculum accessible for all students.	Identified students can fully access the curriculum and this is demonstrated by the outstanding progress they are making highlighted in their regular assessment reports. Implementation of BTEC options Reduced options for EHCP students to allow for implementation of specialist interventions	HoDs / Lead Teachers
	All staff are trained in differentiation for the KS3/4/5 curriculum and produce an accessible curriculum that caters for the needs of relevant students.		Assistant Principal - Teaching & Learning/ Director of Inclusion
	To develop the co-teaching programme and train staff on how to implement successfully.	Programme in place and reviewed regularly. This is evidenced by evaluation of training and progress made by students in assessments in all curriculum areas.	Assistant Principal - Teaching & Learning
	All LSAs, HLTAs and LMs receive a comprehensive Learning Support training programme in during Aut1 inset days to ensure high quality support in lessons		Director of Inclusion

	The SENCO and Head of Autism Centre provide regular training and work with subject areas to assist in producing differentiated resources.		Director of Inclusion/HoDs
	To produce an assessment policy that provides opportunities to assess progress and a curriculum that provides the necessary intervention for specific students.	Assessment policy in place and effective delivery is evidenced by assessments that demonstrate accessibility to relevant students through students' feedback and outcomes.	Head of School/ HoDs
	Implementation of differentiated assessments to allow accessibility for students with lower cognitive ability.	All students are able to feel success in accessing assessments	Head of School/ HoDs/ Director of Inclusion
	To produce an enrichment programme that offers opportunities of all relevant students successfully participating.	The students demonstrate their enjoyment and participation of the enrichment programme by completed questionnaires completed throughout the year.	Director of PCA
	A robust trip policy produced that assesses the risks and provides guidance on the appropriate actions needed to ensure relevant students can participate.	All students have attended the co-curriculum visits, which includes the residential week in September 2017.	Vice Principle- Pastoral
	Annual audit of the curriculum in meeting the needs of all students based on the progress made by specific students and include: • positions of responsibility held. • satisfaction /enjoyment levels in different academy activities. • levels of behaviour and anxiety	The curriculum is fit for purpose of the new intakes and existing students. The relevant students in the new cohort and existing cohort make outstanding progress. This is evidenced by the regular assessment reports and the feedback from the comprehensive lesson observation cycle.	Head of School/ Assistant Principal - Teaching & Learning working with the Director of Inclusion and Head of Autism Centre

	• areas of the curriculum which present particular challenges for them or to which they have restricted access. • areas of the academy where they have no or impeded access. • aspirations/ambitions for the future. • success of transition out of academy. • access to academy trips. • involvement in enrichment activities This will inform action planning where further interventions are required.		
	All care plans shared with staff and taken account of when writing risk assessments.		SENCO / Head of Autism Centre
Communication	All new staff to be inducted to the building's premises, to understand access and egress, welfare facilities and the way finding strategy and to filter down the information to the students.	All staff understand how to use the building safely and to support the needs of all students on site.	Facilities Manager
	Staff to be conversant with all KAA H&S policies and procedures including but not limited to the emergency procedures and first aid policy.	Termly emergency drills for whole school community / first aid training for relevant staff.	Facilities Manager & Safeguarding Lead
	Training gaps to be identified (from fire drills) and addressed within a set timeline.		Safeguarding Lead
	Identifying students who will have needs that have to be addressed and their needs met through risk assessment of entitlement and engagement.	Identified students can fully access the curriculum and this is demonstrated by the outstanding progress they are making highlighted in their regular reports. Risk Assessments completed and actions followed.	Director of Inclusion/ Director of Learning

		Qualitative review including interviews / questionnaires and feedback from staff indicate integration of vulnerable students.	
	Communicate the needs of incoming cohort to staff.	All staff understand the needs of incoming relevant students and have planned accordingly to meet their needs.	SENCO / Head of Autism Centre
	All students in the Autism Centre provided with an induction prior to starting the academy, for all students to be familiar with the academy site and facilities in the centre.		Head of Grandin Centre
	All other relevant students (EHCP) receive prior familiarisation delivered by the SENCO.		SENCO
	Appropriate guidance to be delivered to all relevant students/parents to choose Key Stage 4 pathways		Head of School/ Director of Learning/SENCO/Head of Autism Centre

2023-2024	Actions	Success criteria	Person responsible
Physical	Audit of the site to confirm accessibility requirements are all being met.	Successful review, which entails future actions agreed and completed based on findings.	Facilities Manager
	To identify any significant changes to the facilities / legislation and update procedures accordingly.	Updated and compliant policies and procedures in place.	Facilities Manager
Communication	To review lessons learned from previous years to identify best practices.	Staff understanding of the health and safety procedures has been updated.	Facilities Manager / Safeguarding Lead

	To ensure all staff conversant with all H&S policies and procedures including but not limited to the emergency procedures and first aid policy.		
	Communicate the needs of incoming cohort to staff.	All staff understand the needs of incoming relevant students and have planned accordingly to meet their needs. Train all staff to access and regularly use Provision Map.	SENCO / Head of Autism Centre
	Identify any training requirements of new and existing staff and address within a set timeline: update on the latest regulations and procedures.	Training calendar including new staff training sessions on inclusion and differentiation, Learning Support specific induction and training for HLTAs, LSAs and LMs Specific evacuation training for some of the students with SEN and PD	Assistant Principal – Teaching & Learning/ Director of Inclusion
Curriculum	An analysis of external exam results (year 12 & 13) to assess suitability of the curriculum for the needs of students.		Senior Vice Principal - Assessment and Curriculum, SENCO and Head of Autism Centre

	Annual audit of the curriculum in meeting the needs of all students based on the progress made by specific students and include: • positions of responsibility held. • satisfaction /enjoyment levels in different academy activities. • levels of behaviour and anxiety • areas of the curriculum which present particular challenges for them or to which they have restricted access. • areas of the academy where they have no or impeded access. • aspirations/ambitions for the future. • success of transition out of academy. • access to academy trips. • involvement in enrichment activities This will inform action planning where further interventions are required.	The curriculum is fit for purpose of the new intakes and existing students. The relevant students in the new cohort and existing cohort make outstanding progress. This is evidenced by the regular assessment reports and the feedback from the comprehensive lesson observation cycle.	Head of School/ Assistant Principal - Teaching & Learning working with the Director of Inclusion and Head of Autism Centre
	All care plans shared with staff and taken account of when writing risk assessments	All staff to access and regularly use Provision Map.	SENCO / Head of Autism Centre

2024-2025 and 2025-26			
Physical	To identify any significant changes to the facilities / legislation and update procedures accordingly.	Completed report of significant changes in the facilities or legislative requirements, i.e. future expansion of the academy.	Facilities Manager

Communication	All new staff & students informed of health and safety procedures and first aid policies.	All staff and students understand how to use the building safely.	Facilities Manager / Safeguarding Lead
	Identifying students who will have needs that have to be addressed and their needs met through risk assessment of entitlement and engagement.	All staff understand how to support the needs of all students on site. Qualitative review including interviews / questionnaires and feedback from staff indicate integration of vulnerable students.	SENCO
	Appropriate guidance to be delivered to all relevant students/parents to choose Key Stage 4 and 5 pathways.		Vice Principal: Assessment and Curriculum
	All care plans shared with staff and taken account of when writing risk assessments	Train all staff to access and regularly use Provision Map.	SENCO / Head of Autism Centre
Curriculum	An anaylsis of external exam results (year 11, 12 & 13) to assess suitability of the curriculum for the needs of students.		Senior Vice Principal - Assessment and Curriculum, SENCO and Head of Autism Centre
	Annual audit of the curriculum in meeting the needs of all students based on the progress made by specific students and include: • positions of responsibility held. • satisfaction /enjoyment levels in different academy activities. • levels of behaviour and anxiety • areas of the curriculum which present particular challenges for them or to which they have restricted access.	The relevant students in the new cohort and existing cohort make outstanding progress. This is evidenced by the regular assessment reports and the feedback from the comprehensive lesson observation cycle.	Head of School/ Assistant Principal - Teaching & Learning working with the Director of Inclusion and Head of Autism Centre

	• areas of the academy where they have no or impeded access. • aspirations/ambitions for the future. • success of transition out of academy. • access to academy trips. • involvement in enrichment activities This will inform action planning where further interventions are required.		