



Accessibility plan

Keats Engineering and Education Ltd

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1. Aims

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

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

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

We are committed to the promotion and advocacy of equality throughout the organisation, including organisational culture. We have a diverse workforce that also promotes a positive, 'can-do' attitude in all learners, employees, and volunteers, regardless of their background or protected characteristics.

We work with a diverse range of individuals from learners, through to staff and volunteers and pride ourselves on providing the very best in education and training services to all.

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

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

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

We currently work closely with five Local Authorities and adhere to their individual processes and procedures including: Wakefield, Leeds, Barnsley, Kirklees and North Yorkshire.

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

We have included a range of stakeholders in the development of this accessibility plan, including Directors and Senior Leadership Team.

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.

Settings are required to make 'reasonable adjustments' for students 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 Service Level Agreements with schools and Post-16 funding agreements with the Local Authorities.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<p>Differentiated teaching strategies are in place to support diverse learning needs.</p> <p>Use of assistive technology (e.g., laptops) to aid accessibility.</p> <p>Reasonable adjustments, such as flexible seating arrangements and quiet spaces, are provided.</p> <p>Staff receive weekly and ongoing training on supporting students with disabilities.</p> <p>Education, Health, and Care Plans (EHCPs) are used to tailor support.</p>	<p>Ensure all students with disabilities can fully access the curriculum with appropriate support.</p> <p>Improve staff confidence and expertise in delivering inclusive teaching strategies.</p> <p>Enhance the use of assistive technology to support learning.</p> <p>Strengthen communication with students, parents, and external professionals to ensure effective provision.</p>	<p>Conduct an audit of current accessibility barriers within the curriculum.</p> <p>Provide staff with targeted training on inclusive teaching strategies and adaptive technologies.</p> <p>Implement and review personalised support plans for all students with disabilities.</p> <p>Increase the use of assistive technology and provide training for both staff and students.</p> <p>Establish regular feedback mechanisms with students and parents to assess the effectiveness of support.</p> <p>Collaborate with external agencies (e.g., occupational therapists, SEND specialists) to enhance provision.</p>	<p>SLT</p> <p>SLT</p> <p>SENDCo & tutors</p> <p>SLT</p> <p>SLT</p> <p>SENDCo</p>	Ongoing	<p>100% of students with disabilities have tailored support plans in place.</p> <p>Staff report increased confidence in implementing inclusive teaching strategies.</p> <p>Measurable improvements in pupil engagement and academic progress.</p> <p>Positive feedback from students and parents on accessibility improvements.</p> <p>Greater use of assistive technology to support independent learning.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Existing ramps, handrails, and accessible doorways provide full level of accessibility.</p> <p>Designated accessible toilets and changing facilities are available.</p> <p>Classrooms and learning spaces are arranged to accommodate mobility needs.</p> <p>Staff are aware of the need for reasonable adjustments to support students with physical disabilities.</p> <p>Evacuation plans include provisions for students with mobility difficulties.</p>	<p>Identify and remove physical barriers to accessibility across the provision.</p> <p>Ensure all areas of the site remain fully accessible to students with disabilities in light of move into larger premises.</p> <p>Regularly maintain and improve physical accessibility features.</p> <p>Increase staff and pupil awareness of accessibility needs.</p>	<p>Conduct an accessibility audit to identify areas requiring improvement.</p> <p>Upgrade facilities where necessary, including improved signage.</p> <p>Ensure pathways and entrances are kept clear and well-maintained.</p> <p>Implement regular checks and maintenance schedules for accessibility features.</p> <p>Provide training for staff and students on accessibility awareness and inclusive practices.</p> <p>Engage with students, parents, and external professionals to gather feedback on accessibility needs.</p>	<p>Site Manager</p> <p>Site Manager</p> <p>All staff</p> <p>Site Manager</p> <p>SLT</p> <p>SLT</p>	Ongoing	<p>Completion of an accessibility audit with clear action points addressed.</p> <p>Increased ease of movement for all students, with no reported physical barriers.</p> <p>Staff and students demonstrate greater awareness of accessibility needs.</p> <p>Positive feedback from students and parents on improvements.</p> <p>Routine maintenance procedures are in place to sustain accessibility.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	<p>Use of visual aids, simplified language, and differentiated resources to support understanding.</p> <p>Availability of some alternative formats (e.g., large print,).</p> <p>Staff provide verbal reinforcement and check understanding regularly.</p> <p>Teaching assistants offer additional support for students who need help processing information.</p> <p>Some use of assistive technology.</p>	<p>Ensure all students with disabilities receive information in a format that meets their individual needs.</p> <p>Increase the availability and use of alternative communication methods.</p> <p>Improve staff knowledge and confidence in delivering accessible information.</p> <p>Strengthen communication with students, parents, and external professionals to identify and address information barriers.</p>	<p>Conduct a review of current communication methods to identify gaps in accessibility.</p> <p>Provide training for staff on effective strategies for delivering information to students with different needs.</p> <p>Expand the use of assistive technology, including speech-to-text and screen readers.</p> <p>Ensure all key information (e.g., timetables, lesson instructions, notices) is available in accessible formats such as large print, braille, audio, and symbol-supported text.</p> <p>Establish a system for gathering pupil feedback on the effectiveness of information delivery.</p> <p>Work with specialists (e.g., speech and language therapists, visual impairment teams) to enhance communication strategies.</p>	<p>SLT</p> <p>SENDCo</p> <p>SLT</p> <p>Tutors</p> <p>SLT</p> <p>SENDCo</p>	Ongoing	<p>All students with disabilities have access to information in their preferred format.</p> <p>Staff report increased confidence in adapting communication methods.</p> <p>Students demonstrate improved understanding and engagement with learning materials.</p> <p>Positive feedback from students and parents on accessibility of information.</p> <p>Regular reviews ensure continuous improvement in information delivery.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Director of Education.

5. Links with other policies

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

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