



**King's Reach**  
Education

# Accessibility and Reasonable Adjustments Policy

<b>Authorisation by:</b>	Trustees
<b>Last reviewed on:</b>	December 2025
<b>Next review due by:</b>	December 2026
<b>Presented at Governance meeting:</b>	15 <sup>th</sup> January 2026



## Definition of Accessibility

Accessibility is the extent to which a pupil can participate, feel safe, regulated and included in all aspects of school life.

## Aims

All 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

King's Reach aims to treat all its young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We recognise that disability can include physical, sensory, cognitive, social, emotional and mental health needs. We take a person-centred, relational approach, asking what is needed for a young person to feel safe, regulated and able to participate. We avoid assumptions and seek to understand the individual.

. We recognise that aspects of our current building present challenges for physical accessibility. In line with the Equality Act 2010, we are committed to making reasonable adjustments to ensure that all pupils, staff, parents, carers and visitors are able to participate fully in school life. Where full physical access cannot immediately be achieved, we will work collaboratively with individuals to identify alternative arrangements and continually review our facilities with the aim of improving accessibility over time wherever possible.

We recognise that young people who have experienced trauma or adversity may be disabled under the Equality Act and/or require reasonable adjustments. Emotional safety, predictable routines, co-regulation and trusted relationships are essential to their access. Our Accessibility plan will show how we aim to make reasonable and timely adjustments to accommodate needs where practicable.

The plan is available upon request.

King's Reach is also committed to ensuring staff understand equality issues with reference to the Equality Act 2010, including understanding disability issues.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. This may include conditions that are less visible. We do not minimise or dismiss a need because it is not immediately obvious.

Schools are required to make 'reasonable adjustments' for pupils and school staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or member of the staff team faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises., availability to use certain medical room facilities or toilets.

### Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Access to curriculum includes access to emotional regulation, sensory needs, safe relationships and predictable routines. These are not ancillary but part of our core offer.

<b>Improving access to the Curriculum</b>				
<b>Target</b>	<b>Lead</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
Staff trained to meet individual medical needs of pupils where applicable.	CPD Lead	Staff to complete training for specific needs.	Prior to the student starting/ as soon as possible if new medical need of student on roll	Relevant staff training in line with student requirements
Tutors will conduct weekly learning support meetings throughout each term to systematically assess pupil progress and implement targeted support strategies	T & L Lead	Pupil needs continually reviewed and changes made as required.	Weekly	Annual EHCP Assessment review TAC targets Qualifications/certificates Reports



All staff to undertake regular training on trauma informed principles (safety, trust, empowerment, collaboration)	Therapeutic Lead	Pupil Needs continually reviewed to and changes made as required.	As part of induction and thereafter termly	Annual EHCP Assessment review
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Improving Access to the Physical Environment				
Target	Lead	Action	Timescale	Success Criteria
Improvements to outside, surface area between the two buildings as currently uneven	Facilities Lead	Three quotes to be obtained. Area to be tarmacked if spending approved.	Quotes by February half term. Work completed by the end of the academic year.	Elimination of trip hazards between the two buildings. Slightly raised level will reduce the step depth between the hall and outside.
Rooms reflect the needs of our young people and enable effective learning to take place	Therapy Lead	Key staff to discuss what is required to ensure our spaces are trauma-informed and meet the range of needs associated with ASD/ADHD/SEM H	First upgrade by the end of Term 4	Learning spaces are reflective of our students needs and enable effective learning to take place



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Improving Access to Information				
Target	Lead	Action	Timescale	Success Criteria
<ul style="list-style-type: none"> <li>• Plain language and scaffolded communication for pupils who are dysregulated or overwhelmed</li> </ul>	SENCo	Pupil needs continually reviewed and changes made as required.  Regular CPD on effective communication	Ongoing	Students are offered step-by-step instructions, visual aids, or prompts that break tasks into manageable parts. Observations and feedback confirm that all staff apply the agreed communication strategies.

**Reasonable adjustments**

King's Reach is committed to treating its pupils and prospective pupils fairly. According to the Equality Act 2010, King's Reach must take reasonable steps to ensure that disabled pupils and prospective pupils are not put at a substantial disadvantage (meaning more than minor or trivial) by comparison with pupils and prospective pupils who are not disabled. King's Reach recognises that every child is unique, what is reasonable in one set of circumstances may not be reasonable in another. We start from the principle that behaviour is communication. Where disabled pupils are distressed or dysregulated, relational responses, co-regulation and repair are prioritised.



Adjustments may include changes to environment, expectations, transitions, sensory access, routines and communication. This policy does not therefore seek to cater for every situation. It is intended as a general statement which sets out the principles underlying our approach to making adjustments for disabled pupils and prospective pupils and some of the factors King's Reach may take into account when considering requests for adjustments.

**When does the duty arise?**

King's Reach has a duty to make reasonable adjustments for pupils and prospective pupils who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and prospective pupils who do not have disabilities. A pupil or applicant is disabled if he/she suffers from a physical or mental impairment that has a substantial (meaning more than minor or trivial) and long-term adverse effect on his ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

**Definition[s]**

Reasonable Adjustment	<p>Any action that helps to reduce the effect of a disability or difficulty that would place an individual at a substantial disadvantage compared to someone who does not, during an assessment. Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable the learner to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.</p> <p>Reasonable adjustments must not affect the reliability or validity of the assessment outcomes but may involve:</p> <ul style="list-style-type: none"> <li>• Changing the usual assessment arrangements, e.g. allowing extra time to complete the assessment activity</li> <li>• Adapting assessment materials,</li> <li>• Providing assistance during an assessment, such as a reader</li> <li>• Changing the assessment method e.g. from a written assessment to a spoken assessment</li> <li>• Using assisted technology such as screen reader or voice activated software. Reasonable adjustments must be approved and set in place before the assessment takes place. The work produced by the individual will be assessed in the same way as all other learners.</li> </ul>
Special Consideration	<p>Special Considerations are access arrangements taken when the assessment performance of an individual is affected by unforeseen circumstances which are out of their control. Special consideration can be a pre-assessment or post-assessment adjustment that</p>



	<p>compensates individuals who are suffering from a temporary illness or condition or who were otherwise disadvantaged at the time of the assessment. Pre-assessment adjustments will only be allowed where it is not possible to reschedule assessments without disadvantaging the individual. An individual may be eligible for special consideration if their performance in an assessment has been, or is likely to have been, affected by exceptional circumstances during their assessment.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• an illness or injury, or</li> <li>• some other event outside of the learner's control, which has had, or is reasonably likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his level of attainment in an assessment.</li> </ul> <p>Special consideration is not appropriate for a minor illness or a minor disturbance.</p>
<p>Extenuating Circumstances</p>	<p>Extenuating circumstances (ECs) are significant personal difficulties beyond a learner's control that may impact on a learner's ability to complete their course or assessment. The circumstances or the impact of existing circumstances on the learner is normally unforeseen when the learner starts the course.</p>
<p>Controlled Conditions</p>	<p>Arrangements required to assess learning outcomes where the supervision of learner assessment is required through an independent invigilator with no vested interest in the outcome of the assessment. Whilst assessments may cover a range of assessment methods such as practical tasks, written questions, multiple choice/ short answer and knowledge assessment tasks, the conditions in which assessments take place must meet specific, controlled requirements.</p> <p>Controlled conditions are designed to:</p> <ul style="list-style-type: none"> <li>• ensure all learners have an equal opportunity to demonstrate their abilities</li> <li>• ensure the security of the assessment before, during and after the assessment</li> <li>• prevent possible learner malpractice</li> <li>• prevent possible administrative failures.</li> </ul>



Reader	An independent person with no vested interest in the outcome of the assessment who, on request, will read for a learner who has been allowed a reader as a reasonable adjustment. The reader may be used for all or part of the assessment and all or any part of the learner answers. The reader must only read assessment questions and answers in English. They must not also act as the invigilator, cannot intentionally or unintentionally lead the learner nor provide definitions of words.
Scribe	An independent person with no vested interest in the outcome of the assessment who, on request, will write on behalf a learner who has been allowed a scribe as a reasonable adjustment. The scribe may be used for all or part of the assessment and all or any part of the learner's answers. The scribe must not in any way attempt to modify either the content of the answers given by the learner or to alter the specific qualification requirements.

### What is the scope of the duty?

King's Reach seeks to ensure that disabled pupils and prospective pupils are not put at a substantial disadvantage by making reasonable adjustments:

- to our provision, criterion and practices (i.e. the way the King's Reach does things); and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
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- readers; and

### What is not covered?

King's Reach is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, King's Reach does not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by King's Reach.

### How do learners/parents/Carers/ KCC SEN request an adjustment?



King's Reach has a duty to anticipate and consider whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled pupil or prospective pupil. However, King's Reach cannot always think of all possible adjustments and wants to work with young people, parents and those who know the child to identify what those needs are and what is likely to be most effective.

**Current Students:** If your child is disabled and parents/carers believe that he is being or would be put at a substantial disadvantage compared with pupils without disabilities and there is a reasonable adjustment that King's Reach could make which would overcome this, parents/carers may write to the SENCo, Hazel Hunt, [hazel.hunt@kingsreach.org.uk](mailto:hazel.hunt@kingsreach.org.uk) or the Teaching and Learning Lead, Barbara Faulkner, [barbarafaulkner@kingsreach.org.uk](mailto:barbarafaulkner@kingsreach.org.uk) setting out in full the suggested adjustment, evidence for the need and (if necessary) how King's Reach could put this into practice. This may prompt further discussion in order to find agreement. In conducting external examinations, King's Reach ensures it is fully compliant with all Joint Council for Qualifications (JCQ) guidance and regulations regarding reasonable adjustments and will apply for reasonable adjustments from the exam boards where eligible. We will always seek a collaborative approach and avoid attributing fault to the family or pupil. Adjustments should not require a young person to prove distress repeatedly in order to receive support.

### **How will King's Reach decide whether an adjustment is reasonable?**

When considering whether it would be reasonable to make the adjustment, King's Reach may consider the following factors (non-exhaustive list):

- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability and effectiveness of the adjustment
- The effect of the disability on the individual
- Health and safety requirements - The Act does not override health and safety legislation but schools are not required to eliminate all risk
- The resources of King's Reach and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils - relevant only where the adjustment results in significant disadvantage (not just inconvenience) for other pupils
- Existing provision through statement of SEN/EHCP, or external agency
- The need to maintain dignity, privacy and emotional safety
- The impact on regulation, anxiety and participation, not only academic outcomes

### **Confidentiality**



Parents (or your child if King's Reach believes he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by King's Reach. King's Reach will take any such request into account when considering whether an adjustment is reasonable. Information will be shared within the staff team on a need-to-know basis, to ensure safety, consistency and relational support.

### **Outcome**

Once King's Reach has determined whether the relevant adjustment is reasonable, Kings' Reach will write to parents/carers/KCC SEN, setting out its decision and the reasons for it.

### **What can parents/carers do if they are not happy with the King's Reach's decision?**

If parents/carers are not happy with King's Reach's decision about the reasonableness of any proposed adjustment, parents/carers may lodge a complaint using the School's Complaints Procedure.

### **How are Reasonable Adjustments recorded?**

King's Reach maintains a RA1 log. This is a log of adjustments that are made for students that do not need consideration by the exam board or any formal assessment. This will be uploaded annually for review by Open Awards (our exam awarding body).

If reasonable adjustments are considered necessary for a student to be able to access an assessment that needs approval from Open Awards- the form RA2 must be completed and uploaded to Open Awards through the portal. This approval must be granted before any arrangements for assessment can be altered.

### **Monitoring Arrangements**

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary or after any significant change to the school site or pupil needs. We monitor whether students feel able to access learning, the building, information and relationships. Their lived experience is central to evaluation.

### **Links with other policies**

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

- Equalities Policy
- Health and Safety Policy
- Behaviour and Anti-Bullying Policy



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