

Accessibility Plan 2025–2028

Detail	Information
Date Written	October 2025
Responsibility	Principal / Assistant Principal for Teaching and Learning / Assistant Principal for Inclusion and SENDCO / Premises Team
Date Reviewed	October 2025
Next Review	October 2026

Purpose of the Plan

The purpose of this plan is to outline how, over time, Thomas Knyvett College intends to increase accessibility for students, staff, and families with disabilities. This plan reflects our commitment to inclusion, equity, and the values of Belonging, Opportunity, and Kindness.

Thomas Knyvett College is committed to:

- Enabling full curriculum access that values and includes all pupils, irrespective of any disability or special educational need they may have. This includes embedding our Ordinarily Available Provision and inclusive teaching practices.
- Creating a safe and inclusive environment where staff, parents, and visitors — regardless of their physical, sensory, social, or emotional needs — can access and contribute to the life of the school community.
- Improving access to written and digital information, ensuring it is presented clearly and in formats that meet diverse needs.

We recognise the physical challenges of our site, which includes multiple floors and stepped access throughout the building. While we currently do not have lift access, we are committed to exploring reasonable adjustments and alternative arrangements to support access wherever possible.

Our strengths include:

- A dedicated Wellbeing Hub for emotional regulation and support.

- An in-house alternative provision for pupils requiring a more tailored learning environment.
 - A THRIVE transition class designed to support pupils who are not yet secondary-ready.
 - Opportunities for community volunteering that promote inclusion and engagement.
-

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment.
 - The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
-

Linked Documents and Policies

This Accessibility Plan should be read in conjunction with the following policies and procedural documents, available on the TKC Policies page:

- SEND Policy
 - Equality Policy
 - Respectful Relationships Policy
 - Supporting Children with Medical Conditions
 - Mental Health and Emotional Wellbeing Policy
 - Health and Safety Policy
 - Responding to Concerns Policy
 - Equality Objectives
 - Surrey's Ordinarily Available Provision Guidance
 - TKC School Development Plan
-

Plan Availability

The school will make the Accessibility Plan available in the following ways:

- A copy will be published on the school's website:
<https://www.thomasknyvett.org/Policies/>
 - Paper copies can be requested from the front office (available in large print)
 - Copies can be emailed to parents upon request
-

Review and Evaluation

It is a requirement that the Accessibility Plan is resourced, implemented, reviewed, and revised as necessary, and reported on annually. Below is a set of action plans showing how Thomas Knyvett College will address the priorities identified in the plan. The plan is valid for three years: 2025–2028.

Section 2: Aims and objectives

Our aims are to:

Aim 1: Increase access to the curriculum for pupils with a disability

Aim 2: Improve and maintain access to the physical environment

Aim 3: Improve the delivery of written information

Aim 1: To Increase Access to the Curriculum for Pupils with a Disability

Goal	Success Criteria	Action / Strategies	Leaders	Review Summer 2026	Review Summer 2027	Review Summer 2028
Embed inclusive classroom practice through high-quality teaching and Ordinarily Available Provision	95% of lessons deliver all 7 Non-Negotiables; SEND and EAL strategies evident in learning walks and student voice	EPM CPD, spotlight pupil briefings, SEND and EAL newsletters, adaptive teaching in seating plans, instructional coaching. Staff to refer to Surrey's Ordinarily Available Provision guidance (https://surreyeducationsservices.surreycc.gov.uk/Article/175716) to inform inclusive practice.	Assistant Principal for Inclusion, Assistant Principal for Teaching and Learning, Vice Principal			
Support emotional regulation and wellbeing through therapeutic and relational approaches	Reduction in suspensions and distressed behaviours; increased engagement with wellbeing services; pupils articulate self-regulation strategies	Develop Mental Health Support Team offer and East to West mentoring; embed wellbeing and behaviour plans; increase use of the Wellbeing Hub; deliver Emotion Coaching and trauma-informed CPD; embed THRIVE as a Year 7 transition tool	Mental Health Senior Lead, THRIVE Teacher, Wellbeing Hub Lead, Pastoral Team			

Ensure disability and disadvantage are positively represented across subjects and enrichment	Curriculum and enrichment reflect disability, EAL and disadvantage; increased participation of SEND, EAL and disadvantaged pupils in extra-curricular activities	Curriculum audit, enrichment tracking, SEND/EAL pupil voice surveys; ensure extra-curricular activities are accessible to all pupils through reasonable adjustments, targeted invitations, and staff awareness	Subject Leaders, Inclusion Lead, Enrichment Coordinator			
Improve reading access and outcomes for pupils with SEND, EAL and disadvantaged backgrounds	Reading confidence improves; phonics and reading interventions show positive impact on Provision Map; screening and access arrangements inform classroom practice and exam readiness	Closer Reading, Faster Reading, phonics diagnostics, tutor reading QA, baseline/endline tracking, SEND strategic oversight. Screen all Year 7 pupils for speech and language needs and Years 7-9 for Lucid profiles; use data to inform interventions.	Reading Lead, Deputy Special Educational Needs Coordinator, THRIVE Teacher			
Improve access to assistive and digital technology for pupils with SEND, EAL and disadvantaged backgrounds	Increased use of laptops, reading pens, and online platforms; improved engagement and independence	Audit and allocate laptops and reading pens; train staff and pupils on use; embed online platforms (e.g. Provision Map, Lexia, Century Tech) into interventions and classroom practice	Deputy Special Educational Needs Coordinator, IT Lead, Inclusion Team			

Develop alternative curriculum pathways for pupils with complex needs	In-house alternative provision pathway established; improved engagement and outcomes for pupils accessing bespoke provision	Research external alternative provisions; develop in-house alternative provision model; map curriculum pathways for pupils needing bespoke offers	Inclusion Lead, Alternative Provision Coordinator, Curriculum Team			
Ensure access arrangements are in place and compliant with JCQ guidance	All eligible pupils receive appropriate access arrangements; arrangements reflect pupils' normal way of working and are applied consistently across subjects	Annual review of access arrangements; staff training on JCQ regulations; evidence gathering aligned with JCQ criteria; coordination with Exams Officer; ensure pupils and parents are informed. Refer to JCQ guidance (https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/) for compliance	Deputy Special Educational Needs Coordinator, Access Arrangements Lead, Exams Officer			

Aim 2: Improve and Maintain Access to the Physical Environment

Goal	Success Criteria	Action / Strategies	Leader	Review Summer 2026	Review Summer 2027	Review Summer 2028
Identify and reduce physical barriers to access across the school site	Improved access for pupils, staff, and visitors with mobility needs; clear signage and safe navigation routes	Conduct annual site audit; update evacuation plans; improve signage; explore feasibility of lift installation or alternative access routes; develop personal evacuation plans for pupils with any identified needs; ensure access to first aiders and medical support across the site	Premises Team, Assistant Principal for Inclusion, Health & Safety Lead, Medical Coordinator			
Ensure learning spaces are accessible and inclusive	Classrooms and key facilities meet sensory and physical access needs; staff report improved	Review classroom layouts and furniture; install visual and tactile signage; provide sensory-friendly spaces and quiet zones	Inclusion Lead, Premises Team, SEND Team			

Goal	Success Criteria	Action / Strategies	Leader	Review Summer 2026	Review Summer 2027	Review Summer 2028
	confidence in adapting spaces					
Improve access to wellbeing and therapeutic spaces	Increased use of the Wellbeing Hub and THRIVE room by pupils with physical or sensory needs	Ensure Wellbeing Hub and THRIVE spaces are accessible; include in transition planning and pupil passports	Wellbeing Hub Lead, THRIVE Teacher, SEND Team			
Ensure accessibility for parents and visitors with disabilities	Events and meetings are accessible; feedback from parents shows improved experience	Provide accessible parking and entrances; offer remote meeting options; ensure signage and communication is inclusive; add check-in system to identify support needs during evacuations	Office Manager, Inclusion Lead, Premises Team			
Assess and improve safety for pupils with contextual vulnerabilities (e.g. busy roads)	Pupils report feeling safer; reduced incidents near school site; improved parental confidence	Review site access points and traffic flow; liaise with local authority on road safety measures; explore signage, patrols, staggered exits, and safe walking routes	Health & Safety Lead, Pastoral Team, Local Authority Liaison			
Ensure safeguarding processes allow	Pupils know how to report concerns;	Embed pupil voice surveys and feedback loops; promote	Designated Safeguarding Lead,			

Goal	Success Criteria	Action / Strategies	Leader	Review Summer 2026	Review Summer 2027	Review Summer 2028
pupils to report safety concerns inside and outside school	increased use of pupil voice mechanisms; safeguarding logs show timely responses	safeguarding reporting routes in assemblies and tutor time; ensure staff are trained to respond	Pastoral Team, Inclusion Lead			
Ensure transport accessibility for pupils with physical, sensory or contextual needs	All pupils can access school safely and consistently regardless of need	Work with local authority transport team to assess and arrange appropriate travel support; include transport needs in EHCP reviews and transition planning	SEND Team, Local Authority Transport Coordinator, Pastoral Team			

Aim 3: Improve the Delivery of Written Information

Goal	Success Criteria	Action / Strategies	Leader	Review Summer 2026	Review Summer 2027	Review Summer 2028
Improve internal signage	Signage is accessible to pupils, staff, and visitors with disabilities	<ul style="list-style-type: none"> - Use large print, symbols, and pictorial representations - Audit signage with input from SEND and Premises teams - Prioritise signage in wellbeing hub, THRIVE class, and AP areas 	Principal / Estates, SEND Team			
Provide written information in	Parents receive information in preferred formats	<ul style="list-style-type: none"> - Audit community needs, accounting for ethnic background and family needs 	Vice Principal / Office Manager			

Goal	Success Criteria	Action / Strategies	Leader	Review Summer 2026	Review Summer 2027	Review Summer 2028
accessible formats		<ul style="list-style-type: none"> - Offer formats such as large print, bold text, audio summaries - Include accessibility options in parent communications 				
Ensure pupil-facing materials are inclusive	Pupils with SEND can access key curriculum and pastoral information	<ul style="list-style-type: none"> - Embed Ordinarily Available Provision principles - Use TES Provision Map to flag format needs - Train staff on Communication Friendly Classrooms - Use AI tools to assess and adapt materials to match pupil reading ages 	Assistant Principal for Inclusion / SENDCO, Assitant Principal for teaching and Learning			
Promote digital accessibility	Online platforms are usable by all stakeholders	<ul style="list-style-type: none"> - Review website and parent portal for screen reader compatibility - Ensure documents are tagged and structured for 	IT Lead / Communications			

Goal	Success Criteria	Action / Strategies	Leader	Review Summer 2026	Review Summer 2027	Review Summer 2028
		accessibility - Include accessibility statement on website				