



KITE COLLEGE

Kent Inclusive Technical Education

Accessibility Plan

Version 1		Signature
Authorised Principal: Sarah Miller	June 2026	
Approved Chair of Trustees:		
Learning & Inclusion Committee		
Next Review Due:	June 2027	

Contents

1. Purpose	3
2. Framework	3
3. Definitions	3
4. Context	4
5. Vision & Scope	4
5. Monitoring Arrangements	4
6. Concerns or Complaints	4
7. Action Plan	5

1. Purpose

Colleges are required under the Equality Act 2010 to have an accessibility plan, to ensure that all learners, including those with disabilities, can participate fully in college life. The purpose of the plan is to:

- increase the extent to which disabled learners can participate in the curriculum.
- improve the physical environment of the college.
- ensure that all learners can access information and services.

The Equality Act 2010 also requires colleges to make 'reasonable adjustments' for learners with disabilities, to alleviate any substantial disadvantage that they face in comparison with non-disabled learners.

2. Framework

This plan is written in line with the requirements of:

- Equality Act 2010.
- Children and Families Act 2014 – Section 100 (for learners under 25 with EHCPs).
- SEND Code of Practice 2015.
- Special Educational Needs and Disability Regulations 2014.
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England, DfE December 2015 (**adapted for FE**).
- Health Care Guidance for Kent Schools, September 2015 (**adapted for FE**).

This plan should be read in conjunction with the following college policies:

- Equality, Diversity & Inclusion Policy.
- SEND Policy / Information Report.
- Mental Health Policy / Strategy.
- Admissions Statement.
- Health & Safety Policy.
- Trips & Visits Policy & Procedures.
- Complaints Policy.

3. Definitions

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.

4. Context

KITE College is a specialist, independent provision for learners aged 16 to 25, with an Education Health Care Plan (EHCP). The majority of learners join the college with at least one medical or health condition already identified, most of which are considered a disability, including but not limited to:

- Autism.
- Attention Deficit Hyperactivity Disorder (ADHD).
- Mental Health Conditions, such as PTSD or Anxiety.
- Developmental Language Disorder.
- Dyslexia or Dyscalculia.
- Asthma, Epilepsy, Diabetes or Allergies.

Delivery of courses includes onsite learning, work placements and enrichment activities in the wider community.

5. Vision & Scope

KITE College strives to be fully inclusive and support learners and their families effectively and without discrimination. The college aims to create an inclusive, barrier-free learning environment where all learners can access education, achieve their potential and prepare for adulthood by:

- ensuring equality of access to curriculum, facilities, and enrichment.
- promoting independence, dignity and learner voice.
- meeting statutory duties under the **Equality Act 2010**.
- continuously improving accessibility of teaching, environment and information.

This plan applies to:

- all enrolled learners, including those on a transition plan or a Service Level Agreement.
- staff, volunteers and contractors.
- visitors.

5. Monitoring Arrangements

This plan will be reviewed annually and fully updated every three years.

6. Concerns or Complaints

Should a learner, or their parents / carers, be unhappy with any aspect of their care at KITE College, they should initially discuss their concerns with the **Learner Support / Safeguarding Team**. If this does not resolve the problem or allay the concern, it should be brought to the attention of the **Deputy Head of College / SENCo**, who will, where necessary, bring the concern to the attention of **Sarah Miller - Principal**. In the unlikely event that the issue cannot be resolved, the learner, or their parents / carers must make a formal complaint using the KITE College Complaints Procedure.

[Complaints-Policy.pdf](#)

7. 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	OUTCOME / SUCCESS CRITERIA	TIMEFRAME
Physical Environment	The building has a number of adaptations, including: • Disabled parking space. • Low threshold entrances. • Access ramps to main entrance / exits. • Doors fitted with fire safety door stoppers, enabling ease of access. • Lift for 1st floor access. • EVAC Chair for emergency use. • DDA compliant toilet. Individual Healthcare Plans are produced for all learners prior to admission. Medical Risk Assessments and PEEPs for identified learners are produced prior to admission. Temporary risk assessments following an illness, injury or pregnancy are produced prior to return to college. OT is part of the Integrated Therapy Team - annual audit of environment and specific equipment required by learners.	Checks carried out by Site Manager, daily, and annually as part of Health & Safety Audit.	Repairs / adjustments are highlighted, prioritised, planned for and addressed in a timely manner.	Daily (Site Checks) / Annually (Health & Safety Audit).
		Individual Healthcare Plans, Medical Risk Assessments and PEEPs form part of Individual Learner Support Plan.	All learners have an Individual Support Plan available to staff.	September 2026.
		Annual review of environment and core resources by OT - follow up staff training as required.	Environment is suitably equipped for learners and staff are competent in use of core resources - universal offer.	Annually from September 2025.
		Review lighting around the college and produce proposal to address sensory sensitivities.	Greater flexibility in lighting to address sensory needs of learners and staff.	December 2026.
		Develop sensory provision across the college, eg. in class or The Hub.	Learners have greater access to sensory input and are better able to self-regulate - universal / targeted offer.	December 2026.
		Develop triage system to identify learners requiring early consideration by OT as they join the college.	Learners' physical and learning needs are identified and addressed early in their college career - targeted offer.	December 2026.
		Develop 'clinics' for staff to raise issues or themes and receive specialist guidance from OT.	Increased staff access to specialist OT input and strategies trialled prior to multi-disciplinary team referral - universal / targeted offer.	December 2026.
		Develop multi-disciplinary reviews, including referral system.	High profile learners are considered by specialist team and recommendations shared with staff team - targeted / specialist offer.	December 2026.

ASPECT	CURRENT GOOD PRACTICE	AREA FOR DEVELOPMENT	OUTCOME / SUCCESS CRITERIA	TIMEFRAME
Curriculum Accessibility	The college has adopted a trauma-Informed / relational approach to supporting learners with SEND.	Embed core training in SEND and Inclusion in Induction Programme.	Established baseline of staff awareness training in supporting SEND and Inclusion is maintained over time.	December 2026 onwards.
	The college offers a broad curriculum with mainstream equivalent vocational courses, delivered in small groups with a high level of adult support.	Develop KITE College Training Hub.	Staff have easy access to information on SEND, guidance on support strategies and key publications.	December 2026 onwards.
	Information about individual learner needs is shared with staff team.	Increase staff autonomy in requesting access to relevant CPD.	Staff are able to identify own training needs to develop quality of teaching, learning and support for learners with SEND.	December 2026.
	Identification of vulnerable learners informs support and intervention requirements.	Centralise information about individual learner needs in Individual Learner Support Plans.	Staff are fully aware of learner's SEND, required support strategies and specialist recommendations to inform teaching and learning.	September 2026.
	All staff receive frequent training in SEND and Inclusion.	Increase opportunities for learner voice to inform support and intervention requirements.	Learners have ownership in identifying and prioritising difficulties, in agreed support and appropriately targeted intervention.	September 2026 onwards.
	Teaching staff receive regular training in pedagogy (High Quality Teaching) or ITT.	Further develop support for learners with low level literacy and / or numeracy.	Increase in learners confidence, participation and progress rates in English and Maths.	Academic Year 2026-27.
	Support staff receive regular training in supporting learning.	Further develop use of Digital Technology across curriculum areas, including Assisted Technology.	Learners develop industry aligned digital skills and / or become more independent in using technology to support their needs.	Academic Year 2026-27.
	All enrichment activities are planned with the needs of the learners in mind, giving all the opportunity to fully participate in college life.	Further develop work-related learning to be 'personalised and meaningful' to each learner.	Increased numbers of learners take part in work-related learning and / or work experience.	Academic Year 2026-27.
	Work-related learning is facilitated in relation to 'stage not age'.	Further develop REACH programme.	Early identification of learners at risk of EBSA results in timely and targeted support that maintains or increases access and engagement in learning.	Academic Year 2026-27.
	Personalised programmes are used to promote access and engagement for those learners struggling to sustain full-time attendance.			
	REACH programme promotes access and engagement for those learners struggling to attend site.			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	OUTCOME / SUCCESS CRITERIA	TIMEFRAME
Communication	Learner Voice is valued – learners contribute to policy, decision making and recruitment, as well as providing feedback on events and experiences. Contact with learners, and their parents and carers, is through a range of mediums - text, telephone calls, email, letters and face to face – personal preferences or needs are noted and actioned. Termly newsletter shared with learners and their parents or carers. Website is clearly laid out and easy to navigate, with information mapped and presented logically.	Key documentation produced in 'easy read' format (considering font, size, colour, etc).	Important information is more readily accessible to stakeholders with low literacy levels.	July 2027.
		Establish parent portal, through Databridge MIS.	Parents / carers can access and share important information about learners on a secure platform.	July 2027.
		Review newsletter / website accessibility - revise content to include information in a variety of formats.	Newsletter / website is more accessible and appealing to learners and their parents or carers, resulting in increased traffic and positive feedback.	July 2027.