

Accessibility plan



Approved by:

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1. Aims

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

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

At Kew Woods we recognise that not all children learn the same way and that some children may have special educational needs requiring curriculum adaptations. We are committed to providing an inclusive curriculum to ensure the best possible progress for all our pupils, regardless of individual needs or abilities

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 pupils, parents/carers, staff and governors of the school.

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.

Schools are required to make 'reasonable adjustments' for pupils 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.

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
Ensure that curriculum planning incorporates adapted teaching practices to meet all pupil needs and promotes high pupil outcomes.	Teachers use adapted strategies within planning Pupil needs are identified through assessments and regular progress reviews Support staff work closely with teachers to deliver targeted interventions Use of visual aids, scaffolding and technology to support diverse learners	Ensure all staff are aware of and plan for individual learning needs Embed adaptive teaching strategies across all curriculum areas Monitor and review the impact of inclusive planning on pupil progress and attainment	Provide CPD on inclusive curriculum planning and adaptive teaching Increase use of pupil voice in curriculum development Track outcomes for pupils with SEND and other additional needs	SENCO Curriculum Leads Class Teachers SLT	September 2025, and when necessary On going through curriculum subject leader monitoring Termly through pupil progress meetings, SEND support plans and Intervention monitoring.	All planning reflects consideration of pupil needs Improved engagement and outcomes for pupils with additional needs Staff feel confident in planning and delivering accessible lessons

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with communication difficulties	Widgit symbols used in some printed materials and displays iPads and interactive whiteboards available in classrooms Pictorial symbols alongside audio prompts, text labels, and gestures to support diverse learning needs Create individualised digital communication boards for pupils tailored to their vocabulary and needs. Speech and Language Therapist involved in assessment and support plans Support staff trained by S&L therapist in delivering tailored intervention	Develop staff confidence and competence in using Widgit and related ICT tools for communication. Establish clear collaboration channels with the Speech and Language Therapist to support communication needs Foster pupil independence in using ICT-based pictorial communication systems across school and home settings.	Provide training sessions on Widgit software and ICT devices Audit current use and update all classrooms with communication visuals Create personalised digital communication boards for pupils Develop and maintain a digital resource library accessible to staff Monitor and review implementation through observations and feedback	SENCO Speech and Language Therapist Inclusion Lead Class Teachers TAs	September 2025, and when necessary September 2025 Ongoing September 2025, on going Termly	Staff show increased confidence in using Widgit and ICT tools SLT and staff collaborate effectively to support pupils Pictorial supports used consistently and personalised for pupils Pupils demonstrate greater independence in communication Positive feedback from pupils, parents, staff, and SLT

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Improve and maintain access to the physical environment	Ramps and wide corridors Disabled toilets and changing facilities Lift access Some height-adjustable furniture Accessible entrance with intercom system Space for wheelchair users in communal areas	Identify current access barriers Increase availability of accessible equipment (e.g. adjustable desks) Ensure all areas of school (indoor and outdoor) are accessible to all	Conduct full accessibility audit of school site Consult with disabled pupils, staff and families Source and install additional accessible furniture or signage as needed Personal emergency evacuation plans when necessary Include accessibility review in all future site developments	SLT Site Managers SENDCo	Audit: Sept 2025 Equipment review: on going Personal emergency plans: on going	School environment meets a wider range of physical needs Children, staff, and families with disabilities report improved access and inclusion Accessibility improvements documented in premises plan
Ensure the medical needs of pupils are	Individual Healthcare Plans (IHPs) are in place for pupils with medical needs	Review all current medical needs and ensure IHPs are up to date	Audit medical needs and IHPs Office to have individual medicine	SENCO SLT	Audit: Annually July Sept 2025	All pupils with medical needs have accurate, up-to-date IHPs

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effectively supported	Staff receive training for managing specific conditions (e.g., asthma, allergies, epilepsy) Medication stored securely and administered by trained staff First aiders available on site	Train additional staff in managing key medical conditions Maintain a whole-school approach to supporting pupils with medical needs	boxes with expiring dates clearly shown Schedule and deliver relevant staff training Review and update medical policy Communicate with families to ensure collaborative care planning Provision Mapper to be implemented as a consistent tool to track medical needs.	Admin TAs Teachers	Training: Annually September 2025, or when necessary. Policy; Annually September July 2025	Staff are confident and competent in managing medical needs No disruption to learning due to unmanaged medical conditions
Ensure all pupils can access and participate in day and residential trips	Individual risk assessments completed for pupils with SEND and medical needs Staff liaise with families prior to trips	Identify barriers and review accessibility of planned trips Create a consistent inclusion checklist	Audit past and upcoming trips for accessibility Develop and distribute a trip inclusion checklist	Deputy Head Inclusion Lead SENDCo Teachers		All trips are planned with consideration of SEND and medical needs No pupils excluded due to

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	Reasonable adjustments made (e.g. support staff, modified activities) Alternative options offered where necessary	and risk assessment for all trips Embed inclusive practice in all educational visits	Train staff on inclusive planning Complete individual risk assessments addressing medical needs and medication, in consultation with parents and staff, before the trip. Engage pupil voice and parent feedback			accessibility barriers Positive pupil and parent feedback collected and reviewed
Support all pupils, including those with SEND, to experience smooth transitions to new classes, year groups, or schools	Transition meetings held between current and receiving teachers SEND pupils have individual transition plans Information shared with families and external agencies	Review and update transition procedures to be inclusive of all pupils Develop clear communication channels with parents, pupils and staff	Audit current transition practices and identify gaps Create and implement updated transition checklists and plans for all pupils	Class Teachers SLT SENDCo Early Year's Lead	July 2025 July 2025 Ongoing	Positive feedback from pupils and families about transitions Reduced anxiety and behavioral issues during transitions

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	Transition day for all pupils Enhanced transition visits organised SENDCo meets with Secondary SENDCo to discuss cohort needs EYFS lead attends Early Years transition meeting to discuss new cohort Home visits for EYFS pupils joining the school Transition booklets, including a social story about change provided for pupils that need it	Establish consistent, personalised transition support that reduces anxiety and promotes engagement	Organise additional induction sessions and visits for pupils who need extra support Liaise with nurseries and secondary schools to share pupil information effectively. Introduce EY team resources to EYFS transition i.e. history timeline		Summer Term, annually Summer term annually	Smooth handover of pupil information and support needs Staff confident in delivering transition support
Support parents and carers by ensuring that the accessibility of information is clear, inclusive and tailored to meet a diverse		Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English and in a dyslexia friendly font.			

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range of communication needs.			Admin will support and help parents to access information and complete school forms When necessary, provide copies of information in different formats or languages. Provide coffee mornings, information meetings and other parental events to educate parents on different topics i.e.			

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 by the governing board.

It will be approved by the governing board and headteacher.

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 and inclusion policy
- Supporting pupils with medical conditions policy
- Curriculum policy
- Staff development Policy
- Behaviour and Relationship Policy
- School Development Plan
- Asset Management Plan/ Suitability Survey
- School Prospectus and Vision Statement