

Accessibility Plan

The Kingsway School



THE KINGSWAY SCHOOL

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1. Aims

The aims of this Accessibility Plan are to ensure that the Kingsway School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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

At The Kingsway school, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

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 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'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Completion/ Outcome	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers an adapted curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum resources include examples of people with disabilities.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> <i>Effectively deploy LSAs, LSIAs and RSIAs to support students enabling them to access the curriculum.</i>	All staff have detailed information on students with SEND and the quality first teaching strategies they need to employ in order to adapt effectively. Roles and responsibilities of support staff to continue to be in line with current research finding All staff have the relevant training to support the specific needs of some of our	Revise the roles and responsibilities of support staff. Teachers adapt curriculum to ensure that students with SEND have full access. The SENDCO, Resourced manager and the teaching and learning lead to quality assure adaptive teaching across the curriculum via learning walks. This will ensure that students with SEND have full access to the curriculum	Trust/ Site manager /Directors/Headteacher / Department line manager/SEND/CO/ Resourced School manager. ICT technicians / I&D staff	Ongoing	Students with SEND will make expected or better progress. Learning walks will verify that quality first teaching strategies are embedding within lessons

	<i>SEN links with mainstream teachers to ensure the SEN department has up to date knowledge of the curriculum.</i> <i>A comprehensive pupil passport of SEN students can be assessed by all teachers and support staff.</i> <i>The effective use of tailored IPP strategies</i> <i>Resource students are fully supported to access the curriculum at their level.</i> <i>Short-term, modified and tailored curriculum for low ability students.</i> <i>Literacy and numeracy interventions to increase skills to enhance ability to access the curriculum.</i>	most vulnerable students : The Learning Support Team will be appropriately resourced with specialist staff with the right expertise and knowledge to support students with SEND to access the curriculum. The PE curriculum is further adapted to suit the needs of all learners. This should include accessibility of	Plan and deliver bespoke training opportunities with outside agencies and via SEND specialists across the trust as and when the need arises. ICT technicians research resources fit for the purpose Ensure that we assess the needs of our current intake and next year's intake via careful analysis of progress and via a thorough transition programme. This will allow us to recruit effectively and ensure that that we have the expertise required within the	External advisors / SENDCO / I&D team/Trust personnel SENDCO/Resource manager	On going	Staff have the right skills and knowledge to support students with SEND and this is evident via lesson observation and learning walks. Lesson observations of support staff will demonstrate that they have the right skills and expertise to support our students with SEND. Interventions run by specialist support staff will have a
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		equipment and activities	team. Performance management and further professional learning needs will be identified within existing staff to ensure that their knowledge and expertise is appropriate. Recommendations from Occupational and Physio therapy services are actioned. Alternative and adapted equipment to be purchased where necessary. Every student with particular requirements within PE will be identified and strategies and support will be given to PE staff to mitigate these difficulties	HOD ICT/ SENDCO SENDCO/SEND Lead/PE department	On going	demonstrable impact on progress. All students access 100% of PE lessons regardless of activity
Improve and maintain access to	<i>The environment is adapted to the needs of pupils as required</i>	Students with specific needs have all of the	Acquire specialised equipment such as	SENDCO/SEND Lead in consultation with the	On going	All students will have the right equipment to

the physical environment	<i>but within the parameters of a split site location.</i> <i>This includes:</i> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Access to Resource center</i> • <i>Sensory needs supported e.g. ear defenders providers</i>	appropriate equipment and furniture within the classroom. Personal emergency evacuation plans (PEEPS) for vulnerable students are identified and in place.	ergonomic chairs and sloping boards to assist access to the school environment as needed. Develop PEEPS for specific students. Learning Support Assistants/Resourced assistants and mainstream staff informed of which students they are responsible for in an emergency situation. PEEPS are stored with emergency evacuation register held by SEND Lead and are brought to the evacuation point.	Occupational Therapy service, the Sensory Support Service and the Physiotherapy team	December 2025	ensure that they have full access to the physical environment. Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.
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Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>Close links with SSS</i> • <i>Regular and up to date training</i> • <i>Parental information events to develop co-production and provide networking opportunities</i>	All students with significant literacy difficulties have access to appropriate technology to support them with reading and with recording their work in class	Assess the needs of the current cohort following literacy intervention and screen next year's cohort in order to ascertain the required technology. Purchase the required technology; iPads/laptops and a site license for e-reader software. Train students to use e-reader software and to touch type as and when required and dependent on the severity of the need.	SENDCO / ICT Manager	On going	All students with significant literacy difficulties are making expected or greater rates of progress.
		All students have the appropriate exam access arrangements in place for external examinations.	Psychometric testing undertaken of all identified students to ensure access arrangements are in place and established as a normal way of working.	Access arrangements co-ordinator qualified in psychometric testing.	Ongoing	Exam access arrangements are in place for all identified students. Access arrangements coordinator has completed qualification and we are therefore now able to undertake psychometric testing.

		All students with a hearing impairment will have access to technology and/or teaching strategies to ensure that they can access information within the classroom.	Collate all transition information and identify students with a hearing impairment. Work with the sensory support service to ensure that they have the appropriate technology and teaching strategies in place to access information within the classroom. Ensure that all school staff have received deaf awareness training so that they have the skills and knowledge required to support student with HI effectively in the classroom.	SENDCO	Ongoing	All students with a hearing impairment are making expected or greater rates of progress and feel fully included within the school environment.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are Pathways and routes logical and well signed?				Yes - Increased visibility around both campuses
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately.
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes - Sensory room/ SEMH hub
7	Are car park spaces reserved for disabled people near the main entrance?				Yes - both sites (2 - BW 1- FX)
8	Are there barriers to easy movement around the site and to the main entrance?				This will depend on the students needs. Not all on one floor. No lifts, subway, natural weather hazards

9	Are steps needed for access to the main entrance?				No
10	Do all those steps have a contrasting colour edging?				Yes- Refresh painting in plan
11	If there are steps, does a ramp provide access to the main entrance?				Yes - FX No - BW
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				No
13	Is it possible for a wheelchair user to get through the principal door unaided?				No - The main front door and vestibule door are both manually operated. Some of the corridor doors do have a hold back mechanism however the slightest push releases the holdback effectively making them closed most of the time. Solution: 1. All doors to be fitted with automatic openers that open the doors as you approach. (this would be very expensive and difficult to maintain) 2. Install a more positive locking system to the doors Hold opens on internal doors
14	If no, is an alternative wheelchair accessible entrance provided?				No
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				N/A – there is no lobby near the students' entrance.

16	Do all internal doors allow a wheelchair user to get through unaided?				Part of development plan - manual access yes
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes
18	Does each block have a wheelchair accessible toilet?				Yes

19	Does the relevant block have accessible changing rooms/shower facilities?				Shower in changing room on BW
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
22	Do the blocks have a lift that can be used by wheelchair users?				No
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				No
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes
25	Are non-visual guides used to assist people to use the buildings?				No

26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Is a hearing induction loop available (either fixed or portable) in the school?				No, but these can and will be purchased as and when required for students with a hearing impairment.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Yes- flashing lights are installed in toilets and other designated areas of the school to alert students to the alarm when required. Individual alert systems will be purchased if and when required.

2. Learning Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				In Action plan - Regular training will be provided on SEND.

2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff. Strong relationships exist with local providers e.g. NHS occupational therapists and physio therapists, and training will be provided when there is a need for this. Welfare assistant support with relevant training also
3	Do all staff seek to remove all barriers to learning and participation?				Yes, this will be evidenced in lesson observations
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that differentiation is embedded in lessons.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, this is part of every students' curriculum.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				All staff have access to detailed Provision plans

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Lesson observations and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				Yes
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend all trips. Additional support is put in place and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability through bespoke provision plans
3. Information Access					

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				Class teachers, access arrangements coordinator and support staff work with external agencies to adapt resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?				Our local offer highlights information on what the school provides. Regular parents evenings will be carried out to disseminate information face to face and to ensure that parents/carers have the opportunity to raise any concerns of.

