



Kingsley Primary School Accessibility Plan 2025–2028

1. Introduction & Legal Framework

This Accessibility Plan is designed to ensure that Kingsley Primary School meets its duties under the Equality Act 2010 to:

- Increase access to the curriculum for pupils with disabilities
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, parents, and staff with disabilities

At Kingsley Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2. Access Audit

The Key Stage 1 building is a single story building, but there are steps from the hall into the classroom. There is access to the classroom through the outside doors. The Key Stage 2 building is a 2 story building with a lift. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with an open reception, this being fully accessible to wheelchair users. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however disabled parking slots are available in the school car park. There are disabled toilet facilities available in our buildings. These are fitted with a handrail and a pull emergency cord, The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

3. Accessibility Plan Objectives

Objective 1: Increase Access to the Curriculum for all pupils

- Staff training in SEND and inclusive/adaptive teaching practices
- Develop the Launch Pad to ensure all pupils' needs are met
- Adapted materials, assistive technology and personalised strategies utilised where appropriate
- Ensuring access to trips, clubs and enrichment activities for all pupils

Target	Strategies	Timescales	Responsibilities	Success Criteria
Ensure all staff have the skills, awareness, and confidence to support pupils with a wide range of SEND.	Provide annual training on adaptive teaching with SEND specific focused training throughout the year.	Annual training	SLT/SENCo	Staff report improved confidence in supporting SEND.
Adapt curriculum materials and teaching approaches to remove barriers.	Implement quality first teaching strategies consistently across all year groups.	Continuously	SLT/SENCo	Pupils with disabilities access all curriculum areas without barriers.
Improve participation of pupils with SEND in after-school clubs, trips, and wider curriculum events.	Embed the use of assistive technology (speech-to-text tools, tablets, overlays, adapted keyboards).	Summer 2025	SLT/SENCo	Increased participation of SEND pupils in extra-curricular activities.
Ensure all staff have the skills, awareness, and confidence to support pupils with a wide range of SEND.	Work with specialists (VI/HI teams, OT, SaLT) to personalise support plans. Provide annual training on adaptive teaching with SEND specific focused training throughout the year.	Annual training	SLT/SENCo	Evidence of adapted resources in planning and classroom practice.
Develop emotional regulation support	Use of quiet/sensory spaces and resources, easily and readily accessible. Staff de-escalation training.	March 2026	HoS/SLT/SENCo	Reduced behaviour incidents;

				improved self-regulation
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Objective 2: Improve the Physical Environment so that all stakeholders have access to the premises

- Annual site audits
- Maintenance of accessible routes, signage and sensory-friendly spaces
- Inclusive playground and outdoor learning adaptations

Target	Strategies	Timescales	Responsibilities	Success Criteria
Ensure the school site remains accessible to pupils, staff, and visitors with disabilities.	Audit the school site annually for accessibility issues (ramps, handrails, signage, lighting). Ensure playground equipment includes inclusive options.	Annually	HoS/CBP	Physical barriers reduced or eliminated. Buildings meet accessibility standards and keep pace with pupil cohorts' needs.
Maintain safe, navigable routes around the school.	Maintain door-widening, ramp access, and levelled pathways as required. Expand use of visual signage and cooler contrast where needed.	Annually	HoS/CBP	Pupils with mobility/sensory needs move safely around the site.
Ensure the grounds are suitable for the maintenance/improvement of pupils wellbeing and for those with sensory needs.	Provide quiet spaces and sensory-friendly areas for pupils with emotional or sensory needs.	By September 2026	HoS/SLT/SENCo	Sensory-friendly spaces regularly used and supporting wellbeing.

Objective 3: - Improve the delivery of written information to pupils, parents, and staff with disabilities

- Ensure that communication can be accessed by all stakeholders
- Ensure that all necessary communication is visible and accessible
- Provide formats tailored to individual needs.

Target	Strategies	Timescales	Responsibilities	Success Criteria
Ensure all signage is clear and visible	Site tours to establish all signage is correct and visible. Create visible signage. Work with companies to ensure all signage is accessible and visit.	September 2025 launch. Review March 26	SLT	Families and pupils report improved accessibility of information.
Offer school communications in alternative formats: large print, simplified language, visual-supported text, audio recordings, translated versions where needed.	Utilise Dojo to communicate to allow for translation. Use AI to offer audio information where possible.	September 2027 launch.	SLT	Families and pupils report improved accessibility of information.
To train all staff to utilise adaptive teaching methods to aid all pupils to access information	Train staff on the use of widgets and visuals. Utilise technology so that text is visible alongside verbal instructions. Incorporate visual timetables in classrooms	September 2025 launch. Review March 26	SLT/SENCo/Teachers	School communication meets identified individual needs.

4. Monitoring & Evaluation

The SENCO and Headteacher will monitor progress annually. Governors review and update the Accessibility Plan every three years.

5. Review Schedule

Plan duration: September 2025 – July 2028

Annual review: July each year

Next full revision: Summer 2028

