KINGSLAND SCHOOL ACCESSIBILITY PLAN: 2025-2028

(POLICY PRODUCED AND RATIFIED BY THE
GOVERNING BODY ON 7/7/14, reviewed March 2020, 16/5/22, 10/03/25)

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1. Introduction

Kingsland School is a special school for pupils aged between 2-11 years with an Education, Health and Care Plan for Severe or Profound Learning Difficulties. At Kingsland we aim to prepare every pupil for a positive future. Our core purpose is to develop our pupils' academic, personal, life and social and emotional skills so that each pupil leaves us ready and equipped to access the community and for further education and learning, knows how to keep themselves safe, and is able to contribute to society.
This document outlines our Accessibility Plan as required by the Equality Act 2010. The Act makes it unlawful for Kingsland School to discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

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

- He or she has a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Plan will be reviewed every three years and will be approved by the Governing Body.

This Accessibility Plan should be read in conjunction with the following school policies/documents:

- Attendance Policy
- Behaviour Policy
- Teaching & Learning Policy
- Educational Visits Policy
- Equality & Diversity Policy
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy

2. Purpose

This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school for disabled pupils, staff and visitors.
The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
The Accessibility Plan is structured to complement and support the school's Equality Objectives.

3. Reasonable Adjustments

Kingsland School aims to ensure that a disabled pupil is not put at a disadvantage compared to other pupils and will take reasonable steps to try and avoid that disadvantage.
When it is reasonable to do so, Kingsland will provide all aids, equipment or services for all pupils, to alleviate substantial disadvantage that the pupil faces compared to other non-disabled pupils.

Where an aid, service or piece of equipment is not provided under the SEN system (i.e. via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

4. Aspects of the Plan

Our Accessibility Plan focuses on the following areas:

- Increasing the extent to which pupils can participate in the curriculum
- Improving the physical environment to enable pupils and visitors to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors

5. Responsibility

It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website.

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ASPECT 1: Increasing the extent to which disabled pupils can participate in and access the curriculum.

Targets	Notes/Current Practice	Actions	Timescale	Person Responsible
Review the curriculum to ensure it meets the needs of all pupils. Use a differentiated curriculum for all pupils.	Highly differentiated already – 3 curriculum pathways beyond EYFS. Each pupil at Kingsland enters the school with an EHCP which is regularly reviewed. A teaching plan is tailored specifically to meet their needs with targets set appropriate to pupils with additional needs. Allocation within EHCP from external agencies and Kingsland Staff liaise with them regarding these specialities.	Ongoing development of a bespoke Outdoor Learning curriculum at the Stanley site. Ongoing development of individual timetables and interventions at the Castleford site. Develop the quality of the provision in the areas of Music, P.E. and Outdoor Learning/Forest Schools for pupils with a diverse range of needs.	Outdoor Learning curriculum in place at the Stanley site by July 2025 and kept under regular review to reflect needs of cohort. Review and development ongoing of other areas.	SMT (particularly Headteacher, SLD/SCERTS curriculum leads, Stanley site lead) Subject Leads All staff
Provide access to technology appropriate for pupils with disabilities.	Hardware and Software for specific pupils and within classrooms for whole class groups.	Liaise with other professionals. Purchase relevant equipment.	Ongoing	SMT All staff Business Manager SENCO Other professionals
Ensure all staff are trained in	Staff get specific training	Regular CPD.	Ongoing	SMT

the school's teaching model.	based on Curriculum Pathways/specific subject areas (e.g. regular literacy/phonics training) and individual pupil needs.	Specific training to meet the needs of individuals and EHCPs as necessary		UPS teachers TLR postholders
Educational visits and trips	All trips are risk assessed – part of EVOLVE. Staff attend relevant training and liaise with parents/carers/nursing staff. List of accessible venues kept – new options explored when required (e.g. new Forest Schools site identified for Sept 25). With any barriers they may have and the reasonable adjustments required. Alternative activities provided for groups of pupils when an activity is inaccessible.	Re-establish cross-site visits for pupils who are not yet able to access off-site visits safely. Ongoing exploration of accessible/suitable venues for complex SCERTS pupils. Risk assessments to be completed. Various adaptations made relating to the individual need/s. Training completed by staff attending the trip where necessary. Liaise with parents/carers/nursing staff.	Ongoing	EVC co-ordinator/site leads Subject leads Class teachers (particularly SCERTS teachers) SENCO

ASPECT 2: Improving the physical environment to enable pupils and visitors to take better advantage of education, benefits, facilities and services provided

Targets	**Notes/Current Practice**	**Actions**	**Timescale**	**Person Responsible**
Ensure site/pathways are accessible and clear of any issues.	Regular site inspections by caretaker, clearing of leaves, snow and any debris/rubbish etc.	Continuation of daily site inspections. Continuation of monthly site inspections by School Business Manager, Site Lead and caretaker.	Daily Monthly Annually	Caretakers Business Manager Site Lead
Exit and fire escapes are visibly signposted and pupils are aware of where these are.	Fire escapes are regularly checked Fire drills are regularly carried out.	Continuation of checks. Continuation of fire drills.	Daily Termly	Site Leads Caretaker Business Manager
All areas of the sites to have wheelchair access.	All areas are accessible	Ongoing maintenance to ensure accessibility.	Annually	Business Manager
Food Technology Room at Stanley to be fully customised to ensure that it meets the needs of all pupils.	Food Tech room is currently Wheelchair accessible but is in need of refurbishment due to some elements being out	Room to be upgraded if budget allows for cost of work.	Quotes by Dec 2025 Work to be considered by Resource Committee	Business Manager SMT SENCO

	of order.			
Improvements and adaptations to the building and outdoor areas to enable pupils to access education safely.	Both sites are fully adapted and designed to meet the needs of the pupils. However, changes to the building and outdoor areas have to take place regularly as needs change.	Constantly re-assess how suitable the building and outdoor areas are, and what needs to be done. Get quotes for work and commission building work. Buy resources e.g. Ever Blocks walls to create teaching spaces as needed.	Ongoing	Business Manager SMT SENCO
Create a library/reading area at the Castleford site.	Books are currently stored in a meeting room that is not accessible to pupils. However, literacy lead AHT is delivering regular literacy/phonics training across curriculum pathways. An identified space to support reading would enhance the impact of this training and facilitate individual/small group reading interventions.	Existing photocopier/ICT overspill space to be converted into a pupil friendly library/reading area. Broken/outdated ICT equipment to be recycled/destroyed responsibly. Photocopier to be moved into existing teacher PPA work room (located at back of staff room).	Work completed by July 2025	Literacy AHT lead Site Leads Caretaker

ASPECT 3: Improving the availability of accessible information to pupils, staff, parents and visitor

Targets	**Notes/Current Practice**	**Actions**	**Timescale**	**Person Responsible**
All pupils to be able to access information.	School has an embedded approach to total communication. Pupil-friendly versions of relevant policies are shared with pupils and displayed around the school sites (Safeguarding Policy and Behaviour Policy). Kingsland School makes itself aware of the services available through the LA for converting written information into alternative formats. Re-establish role of School Council on both sites.	Work together with the SaLT, HI and VI service to further develop use of total communication. Consistency in the use of signing and the other systems that we use across school (development of staff training in use of sign language). All pupils for whom it is relevant to have a Communication Journey implemented. All pupils for whom it is relevant to have Positive Looking/Positive Eye	Ongoing	All teachers and TAs. Speech and Language Therapist. HI and VI service at SENSS. MSI and Positive Looking/Eye leads. SMT

		programmes. Extension of symbol use. Extension of use of technology.		
Visual impairments	General support systems (including use of Objects of Reference, visual timetables) and bespoke support systems (including use of glow tape) are in place for those pupils who require this.	Review pupil's EHCP and put in communication methods necessary to ensure accessibility for individual.	As and when required	SENCO MSI Lead All Teachers
Parents/carers are provided with information, guidance and advice which includes support for completing forms and paperwork.	Kingsland School ensures that parents/carers have direct support around: • Transport to and from school • Applying for funding • Understanding the school curriculum/pastoral systems • Signposting/ guidance from external agencies such as SENART, WESAIL and SENSS • Safeguarding • Availability of scheduled meetings to support form filling and 1-1 guidance for parents.	Transition package in place to support pupils and parents and to put in communication methods necessary to ensure accessibility for individual/parents/carers.	As and when required	SENCO PSAs

ASPECT 4: Other

Targets	Notes/Current Practice	Actions	Timescale	Person Responsible
Staff recruitment and retention	Adjustments are made for disabled staff and to accommodate other needs through Risk Assessments.	Continue to monitor the number of staff who count as disabled people under the DDA. Provide reasonable adjustments for disabled staff whenever necessary and reasonable adjustments to retain staff who develop impairments during the course of their employment.	Ongoing	Governors. SMT. HR Director.
Continuation of training on	Current practice is very strong.	Formal training and	Ongoing	Accredited trainers on moving

all aspects of pupils' care and safety. Develop pupil responsibility for own medical needs.	School investing in training its own Team Teach trainers in order to equip all staff with advice, expert modelling and reassurance on an ongoing basis.	informal training to continue for staff on moving and handling, risk assessments, tube feeding, suctioning, administration of rescue medication when out of school, hydrotherapy, child protection, Team Teach, and any other health and safety procedures.		and handling, Team Teach. Nursing staff, physios, OTs, other therapists and support staff. SMT on school procedures. All staff in terms of taking part in training and following safe guidelines and procedures.