

<b>School Accessibility Policy and Plan</b>			
<b>CURRENT POLICY REDRAFT/AMENDMENTS</b>	<b>No</b>	<i>If Yes please provide brief details of changes below and highlight changes in yellow.</i>	
<b>NEW POLICY</b>	<b>Yes</b>	<b>AUTHOR</b>	Germaine Mckinnon
<b>LAST REVIEWED</b>	March 2026	<b>NEXT REVIEW</b>	March 2027
<b>REVIEW CYCLE</b>	<b>Annually</b>	<b>TO BE RATIFIED BY TRUSTEES</b>	<b>No</b>
		<b>TO BE RATIFIED BY THE LGB</b>	<b>Yes</b>
<b>DATE APPROVED BY LGB</b>	<b>16th March 2026</b>		
<b>Name of LiFE MAT School:</b>	<b>Kingsway Primary School</b>		

## 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 disabled pupils can participate in the curriculum
- Increase accessibility to curriculum resources so that disabled pupils can participate
- 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

Kingsway is a part of the LiFE Multi Academy Trust. School's in the LiFE MAT aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The LIFE Multi Academy Trust values underpin everything that we do:

- *Ensuring that every student achieves positive, life changing outcomes*
- *Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond*
- *The relentless pursuit of excellence by; expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world*
- *Valuing the diversity and qualities of our staff and students*
- *Ensuring that all students and staff feel known, appreciated and supported*
- *Committing whole-heartedly to collaboration within, between and beyond our academies.*

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

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

The schools support any available partnerships to develop and implement the plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any Trust school, this 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, staff and governors of the schools and board of directors.

## **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'. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<u>Aim</u>	<u>Current good practice</u>	<u>Actions to be taken</u>	<u>Person responsible</u>	<u>Date to complete actions by</u>	<u>Success criteria</u>
<p>Ensure that pupils with disabilities have full access to the whole curriculum.</p>	<p>Kingsway offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. (including but not limited to scaffolds, adaptive strategies, large print text, film overlays, technology to increase print size, communication support worker)</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Ambitious targets are set effectively and are</p>	<p>Quality First Teaching in all planning. Learning activities to be adjusted or modified to be fully inclusive.</p> <p>A personalised approach to teaching individuals in the classroom.</p> <p>Ongoing staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties, including training in the use of specialised Equipment.</p> <p>Purchase of / adaptations made to resources to increase pupil participation, including ICT resources</p> <p>Ensure that all pupils' activities, where possible, are accessible to all</p>	<p>Teachers</p> <p>Teachers Learning Support Team</p> <p>SENCO Teachers Subject leaders SLT</p> <p>SENCo ICT Co-ordinator</p> <p>SENCo Teachers TAs</p>	<p>From the start of every term. Ongoing.</p>	<p>Improved access to all curriculum areas for all pupils.</p> <p>Fully inclusive teaching and learning environment.</p>

	<p>appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>students.</p> <p>Ensure EHCPs are fully adhered to.</p>	<p>SENCo</p> <p>Teachers</p> <p>TAs</p> <p>SLT</p>		
<p>To closely monitor the progress and achievement of disabled pupils.</p>	<p>Continuous monitoring through AFL, formative and summative assessment. Early identification of concerns. Quick actions put in place if necessary.</p>	<p>Team meetings.</p> <p>Discussions with SENCo.</p> <p>Termly Progress Meetings.</p>	<p>SENCo</p> <p>SLT</p> <p>Subject Leaders</p> <p>Teachers</p>	<p>Continuous monitoring.</p> <p>Termly Progress Meetings.</p>	<p>Disabled pupils making good or better progress.</p> <p>Targets are ambitious and achievable.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>Best endeavours are made to ensure the school building and grounds are accessible for pupils and adults with disabilities. All reasonable adjustments are made to make the school environment fully inclusive.</p> <p><i>This includes:</i></p> <p><i>Ramps</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking</i></p> <p><i>Disabled toilets</i></p> <p><i>Appropriate resources at wheelchair-accessible height</i></p>	<p>Regular site walks to ensure accessibility and safety.</p> <p>Outside agencies and health professionals to advise on modifications needed.</p>	<p>SLT</p> <p>SENCo</p> <p>Premises officer</p>	<p>Ongoing.</p> <p>Termly site walks.</p>	<p>Site is safe and inclusive.</p> <p>Pupils with disabilities have full access to the school building and grounds.</p>
<p>Ensure that teaching styles and strategies are appropriate for pupils with disabilities.</p>	<p>Kingsway uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p>	<p>Continue to use a range of communication and teaching strategies to support pupils and parents with disabilities.</p> <p>Ensure that all</p>	<p>SENCo</p> <p>SLT</p> <p>Class Teachers</p> <p>TAs</p>	<p>Ongoing.</p>	<p>All children with disabilities have full access to the curriculum.</p> <p>All pupils with disabilities and parents with disabilities can communicate</p>

	<p>Large print resources</p> <p>Use of interpreters when required</p> <p>Pictorial or symbolic representations</p> <p>Text/email/social media updates</p> <p>Makaton and BSL</p>	<p>staff have the relevant training and CPD is up-to-date.</p>			<p>with the school freely.</p>
<p>To continue to be vigilant, monitor and challenge all hate incidents towards disabled people and promote positivity towards disability.</p>	<p>Monitor and analyse bullying logs and identify issues to be addressed.</p> <p>PSHE embedded into the curriculum to celebrate diversity and encourage positive relationships.</p> <p>Positive examples of disabilities in resources and texts.</p> <p>Celebration of diversity integrated into the whole school strategic plan.</p>	<p>Assemblies are utilised as an opportunity for positive representations of people with disabilities.</p> <p>Curriculum planning celebrated and reflects diversity.</p> <p>Maximise opportunities for positive representations of people with disabilities on displays.</p>	<p>SLT</p> <p>SENCo</p> <p>Subject Leaders</p>	<p>Start of Autumn Term.</p> <p>Ongoing.</p>	<p>Low numbers of incidents reported.</p> <p>Incidents of bullying and dealt with quickly and a positive resolution is come to.</p> <p>Positive imagery around school.</p> <p>Children and parents feel incidents are responded to positively.</p> <p>Raised awareness and positive attitudes.</p>
<p>To ensure all pupils, parents and staff with disabilities are treated with dignity and respect.</p>	<p>Staff respect and protect the privacy, dignity and individuality of pupils with disabilities.</p>	<p>Continue to review good practice and include all staff in relevant training.</p>	<p>SENCo</p> <p>SLT</p> <p>All staff</p>	<p>From the start of the Autumn Term.</p>	<p>Children with disabilities engage happily in all areas of school alongside their peers.</p>

Ensure all school policies consider the disability issues related to the 2010 Public Sector Equality Act.	Consider all policies in view of priorities.  Policies reviewed annually with governor support.	Continue to review and improve policies-keeping them in line with legislation updates. Review when a new pupil starts school.	SENCo  SLT  Governing Body  MAT Directors	September (reviewed annually)	Policies are fit for purpose and cover relevant legislation to support pupils/families.
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#### 4. Monitoring arrangements

This document will be reviewed every year by the Kingsway SENCo and every 3 years by members of the Multi Academy Trust, but may be reviewed and updated more frequently if necessary.

It will be approved by the board of trustees of the LIFE MAT and the Governing Body of Kingsway primary school.

#### 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