

## **Accessibility Plan**

Date approved	07/05/2026	Approved by	Director of Education (DCEO)
Date for review	30/04/2027	Author	Headteacher

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. It is unlawful for a school or other education provider to treat a disabled student unfavourably.

The Disability Discrimination Act (DDA) requires all schools, over time, to increase access to schools for disabled students. There are three main duties:

- Not to treat disabled students less favourably.
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage.
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled students.

### **1. Principles**

Kingsmead values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core values of RESPECT. We will explore reasonable adjustments in applying this procedure to employees with a disability.

### **2. Purpose**

This policy is designed to consider the needs of all pupils, current and future. The duty not to discriminate covers all aspects of school life including extra-curricular activities, trips and visits.

Students who are defined as disabled will have a wide range of needs and requirements.

The accessibility plan and accessibility audit for our schools is split into three sections:

- Physical access
- Curriculum access
- Access to information

This Accessibility Plan and audit shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

### **3. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equalities Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Data Protection Policy
- Accessibility Audit

### **4. Physical Access**

This aspect focuses on access to the physical environment of the school and physical aids to access education. The physical environment includes things like steps, curbs, ramps, exterior surfaces, parking areas, entrances and exits, means of escape, toilets, fixtures and fittings, corridors. Reception etc. Aids to physical access include handrails, lifts, induction loops etc.

Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

#### **4.1 Review of current access:**

Kingsmead is a multi-site school with a number of buildings across the city; the majority of our sites have access for wheelchair users. On the remaining sites there is wheelchair access for visitors and disabled parents and other visitors needs can be met by careful room scheduling. All sites have ramps or level access and disabled toilet facilities. If a student is referred to us with specific disabilities their programme will be planned to ensure that they have full access and receive the same provision as all other students.

As some of our sites are corporate buildings it is not directly under our management and we will continue to liaise with the local authority to resolve any issues.

## **5. Curriculum Access**

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff and timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in leisure and cultural activities or school visits staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **5.1 Review of current access:**

All pupils who are admitted to the school have an EHCP and may have been at risk of exclusion or excluded from their mainstream settings or have been identified as having social, emotional or mental health needs. All our pupils have special educational needs, and some may have disabilities.

Trying to provide improved provision for and engagement in extracurricular opportunities is a development area. Links to other Special Schools in the city may provide an opportunity for team games. An additional MUGA has been added to the KS3/4 site of Kingsmead this academic year and there continues to be building worked planned for this site.

Positive attitudes are developed through the strong relationships between staff and pupils and enhanced by the use of a well applied behaviour policy, anti-bullying policies, restorative practices, and through our PSHE and Personal Development curriculum.

All pupils have an individual timetable designed to meet their specific needs which is regularly reviewed. Support is identified as appropriate to ensure pupils interact with learning and this is regularly reviewed through the classroom meetings and SEN reviews. This might provide support in areas such as cognition and learning, communication and interaction, emotional behavioural and social, sensory or physical.

Improving the environment for pupils with sound sensitivity is a development area for Kingsmead.

Class teachers, Headteachers, school SENDCO's and the Director of SEND have a responsibility for provision mapping for all pupils on an Educational, Health and Care Plan.

## **6. Access to Information**

This places a duty on the school to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

### **6.1 Review of current access:**

Parent contact is made in several ways, through letters and newsletters home, informal meetings, phone call, formal parent reviews, and celebration events and through our school website.

Every attempt is made to use simple language and documents are checked by the Senior Leaders. Schools respond positively to requests for adaption to text size, and where possible needs of parents are recorded on our management information system to ensure that the information they require is always provided in the most appropriate format. Some staff have knowledge of technology to assist people with disabilities.

Development areas: Gender neutral signage, translation facility on the website, improved signage for EAL pupils and visitors to the site

## **7. Implementation and Monitoring**

This Accessibility Plan has been developed using information supplied by the Local Authority, the findings of the Annual Accessibility Audit in conjunction with the school's key stakeholders and will inform other school planning documents.

The Accessibility Plan is structured to complement and support the school's Equalities Policy and Accessibility Audit and will be published on the school website.

The Accessibility Plan and audit will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. This review will take place each spring term through the Governors Resources and Standards meeting.

We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## Accessibility Action Plan May 2026 – May 2030

### Physical Access

**Remove or minimise physical barriers across both Kingsmead sites (Brighton Road & Cedar Street) to ensure equitable access**

**Protected characteristics linked: Disability, Age, Pregnancy/Maternity**

Target	Strategy	Outcome
<p>By May 2027, complete an annual accessibility audit for Brighton Road and Cedar Street and action any high-priority issues within a reasonable timeframe.</p>	<p>Use the Local Authority information and the findings of the Annual Accessibility Audit to create an agreed actions list; monitor progress through the Governors Resources and Standards meeting and report annually on outcomes.</p>	<p>By May 2027 and annually thereafter, 100% of accessibility audit actions are logged with a named owner and deadline; at least 90% of actions are completed by the agreed deadline, and 100% of high-priority actions are completed within deadlines. Evidence: audit report, actions tracker, and spring-term governors minutes.</p>
<p>By May 2028, review room use and timetabling across both sites to minimise barriers for pupils, parents and visitors with mobility needs.</p>	<p>Use careful room scheduling to ensure learning, meetings and events take place in the most accessible spaces; review arrangements regularly through classroom meetings and SEN reviews.</p>	<p>By May 2028, 100% of timetabled events/meetings for pupils, parents or visitors with recorded mobility/access needs are scheduled in an accessible room (step-free route and accessible toilet available), and access-related last-minute room changes reduce term-on-term (baseline established Autumn 2026). Evidence: timetabling audit, relocation log, and termly SEN/class meeting notes.</p>
<p>By May 2030, maintain step-free access and disabled toilet provision on all sites and agree an escalation process for any building issues outside school control.</p>	<p>Continue to liaise with the Trust for corporate buildings not directly under school management; log issues, agree reasonable adjustments, and review mitigations annually.</p>	<p>By May 2030, each site maintains step-free access to core areas used by pupils and an operational disabled toilet; all access issues in third-party managed buildings are recorded within 2 working days and escalated within 5 working days, with agreed response times in place. No high-risk access issue remains unresolved beyond the agreed timescale without a documented interim mitigation. Evidence: escalation log, risk assessments, and annual governor assurance report.</p>

**Ensure planned site changes (e.g., Cedar Street development, movement of KS2 pupils) have accessibility embedded from design to operation**

**Protected characteristics linked: Disability**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
From May 2026, ensure every planned site change includes an accessibility impact check at design stage, before sign-off.	Use the Accessibility Plan and audit as the reference point for project decisions; involve key stakeholders and align actions with Equality Act duties and reasonable adjustments.	From May 2026, 100% of site-change projects complete an accessibility impact assessment at design stage and at pre-handover, with a documented sign-off by the named lead. Any required reasonable adjustments are costed/commissioned before final sign-off. Evidence: project documentation pack, impact assessments, and sign-off records.
By May 2027, plan and implement the movement of KS2 pupils with accessible routes and appropriate toilet/access arrangements in place.	Map pupil needs and timetables; ensure room allocation enables full access; test routes and evacuation arrangements; update staff guidance so reasonable adjustments are implemented consistently.	By May 2027, 100% of KS2 pupils have an updated access plan (routes, toileting, medical/mobility needs) and evacuation routes are tested and recorded. Evidence: access plans, evacuation drill records, timetables/therapy logs, and stakeholder feedback collected 6–8 weeks post-move.
By May 2028, embed accessibility monitoring into the Cedar Street development from build through to operation, with annual reporting of progress and outcomes.	Review development milestones against the Accessibility Audit and report through governors annually.	By May 2028 and annually thereafter, Cedar Street development milestones are reviewed against the Accessibility Audit with a RAG-rated actions log; at least 90% of agreed accessibility actions are completed by each milestone, and any access-related snag is resolved within the agreed timeframe (or has a documented mitigation). Evidence: milestone review reports, snagging log, and spring-term governors minutes.

**Curriculum Access**

**Ensure all curriculum materials are accessible for all learners, including those with disabilities or additional communication/sensory needs**

**Protected characteristics linked: Disability, Age**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
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<p>By May 2027, ensure all pupils have an individual timetable and curriculum plan that identifies required adaptations and is reviewed at least termly.</p>	<p>Use classroom meetings and SEND reviews to monitor access needs (cognition &amp; learning, communication &amp; interaction, SEMH, sensory/physical) and adjust timetables/support accordingly.</p>	<p>By May 2027, 100% of pupils have an individual timetable/curriculum plan reviewed and recorded at least termly, including named adaptations and support. Learning walks each term confirm agreed adjustments are in place in at least 90% of sampled lessons (baseline Autumn 2026). Evidence: timetable review records, provision maps, learning walk reports, and cohort monitoring (attendance/behaviour/engagement) for identified groups.</p>
<p>By May 2028, increase participation in extracurricular and enrichment opportunities for all pupils, with barriers identified and removed through planning.</p>	<p>Develop provision using existing improvements (e.g., the additional MUGA on the KS3/4 site) and strengthen links with other Special Schools to broaden access to team games and activities.</p>	<p>By May 2028, participation in enrichment/trips increases term-on-term, with participation rates reported by cohort/need (baseline established Autumn 2026). For 100% of trips/visits, reasonable adjustments are identified and recorded in advance, and any non-participation is analysed with actions logged. Evidence: enrichment offer schedule, trip risk assessments, participation register, and pupil voice.</p>
<p>By May 2029, improve learning environments for pupils with sound sensitivity across sites, with reasonable adjustments implemented and reviewed.</p>	<p>Identify pupils affected through SEN reviews; implement agreed classroom adjustments and strategies; review effectiveness through classroom meetings and adjust provision as needed.</p>	<p>By May 2029, for 100% of identified pupils with sound sensitivity, reasonable adjustments are documented and implemented across all teaching spaces used (e.g., seating/zone, equipment, routines). Termly checks show at least 90% staff compliance with agreed adjustments (baseline Autumn 2026), and noise-triggered dysregulation incidents reduce term-on-term for this group (baseline established). Evidence: SEN review notes, adjustment plans, learning walk/check logs, and behaviour incident analysis.</p>
<p>By May 2029, implement a consistent approach to supporting</p>	<p>Complete a termly accessibility/environment check (lighting,</p>	<p>By May 2029, a termly environment/access checklist is completed for 100% classrooms</p>

pupils with physical/sensory disabilities (e.g., mobility, visual impairment, fine/gross motor needs) through environmental adjustments and appropriate equipment across sites.	acoustics, clutter/wayfinding, seating/desk height, access to PE/practical subjects); ensure staff know how to use/adapt resources; commission OT/VI/HI advice as needed; maintain an equipment register and replacement plan.	and shared spaces (lighting, acoustics, layout/wayfinding, seating/workstations, access to PE/practical subjects), with actions assigned and reviewed. At least 90% checklist actions are completed within the agreed timeframe, and participation in PE/practical/enrichment activities for pupils with physical/sensory disabilities increases term-on-term (baseline Autumn 2026). Evidence: checklist records, equipment register, OT recommendations, and participation data.
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**Reduce inequities in participation and engagement across subjects and wider school activities**

**Protected characteristics linked: Sex, Race, Religion/Belief, Disability**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
By May 2027, ensure PSHE and S.E.L.F curriculum explicitly promotes respect for difference and understanding of protected characteristics across all key stages.	Deliver planned PSHE and S.E.L.F curriculum alongside anti-bullying and restorative practices; use consistent staff messaging and pupil voice to check understanding.	By May 2027, PSHE/S.E.L.F curriculum coverage of protected characteristics is explicit in 100% of long-term plans and delivered as planned (monitored termly). Bullying/prejudice-related incidents reduce year-on-year (baseline 2025–26), and pupil voice surveys show improved understanding and sense of belonging for identified groups (baseline Autumn 2026). Evidence: curriculum maps, lesson/evidence samples, behaviour logs, and pupil voice analysis.
By May 2028, improve equity of access to wider-curriculum activities (trips, visits, cultural/leisure) by planning reasonable adjustments in advance for all cohorts.	Use individual timetables, EHCP outcomes and risk assessments to plan support, staffing deployment and accessibility arrangements; review participation through SEND reviews and class team meetings.	By May 2028, participation in trips/enrichment is tracked termly by cohort/need and any participation gap above an agreed threshold triggers an action plan. For 100% trips/visits, adjustments are documented pre-visit and reviewed afterwards. Evidence: participation reports, risk assessments, post-visit reviews, and SEND review notes.

<p>By May 2030, routinely review curriculum organisation, staffing deployment and timetabling to remove any identified participation gaps linked to protected characteristics.</p>	<p>Use provision mapping and SEND reviews to identify barriers; adjust staffing, groupings and timetable patterns; check impact through ongoing monitoring and leadership oversight.</p>	<p>By May 2030, a termly dashboard reports engagement/attendance/behaviour by relevant groups (including protected characteristics), and any gap above an agreed threshold has a documented action plan and review date. The number and size of identified gaps reduce year-on-year (baseline 2026–27). Evidence: dashboard reports, action plans, and leadership/governor review minutes.</p>
<p><b>Strengthen staff knowledge, skill, and confidence in meeting the needs of pupils across all protected characteristics</b></p> <p><b>Protected characteristics linked: All</b></p>		
<p><b>Target</b></p>	<p><b>Strategy</b></p>	<p><b>Outcome</b></p>
<p>By May 2027, deliver annual whole-school training on equality duties and reasonable adjustments, linked to classroom practice.</p>	<p>Use the existing whole-school training commitment to raise awareness for staff and governors; include practical examples from EHCPs, timetables and sensory/physical needs.</p>	<p>By May 2027 and annually thereafter, 100% staff complete equality/reasonable adjustments training, with at least 90% achieving the agreed threshold on a post-training knowledge check (baseline set 2026). Termly learning walks show agreed inclusive adjustments evident in at least 90% of sampled lessons. Evidence: training register, knowledge check results, learning walk reports, and access issues log.</p>
<p>By May 2028, ensure provision mapping is embedded and reviewed at least termly for all pupils to reflect changing needs and required adaptations.</p>	<p>Class teachers, Headteacher, school SENDCO and the Director of SEND maintain provision maps linked to EHCP outcomes; review through SEND reviews and classroom meetings.</p>	<p>By May 2028, 100% provision maps are updated and reviewed at least termly, and a termly audit sample shows adaptations/interventions are recorded and implemented in at least 90% of cases. Evidence: provision maps, audit records, EHCP review outcomes, and cohort monitoring of agreed engagement/progress indicators.</p>
<p>By May 2030, ensure inclusive approaches (behaviour policy, anti-bullying and restorative practices) are applied</p>	<p>Use staff development and leadership monitoring to reinforce consistent practice; draw on PSHE/S.E.L.F</p>	<p>By May 2030, behaviour and restorative practice is applied consistently across sites, evidenced by at least termly fidelity checks and reduced variation in key behaviour</p>

consistently across sites and reviewed annually for impact.	themes and pupil support plans to guide approaches.	indicators between sites (baseline 2026–27). Pupil/staff feedback indicates increased predictability and perceived fairness year-on-year. Evidence: fidelity check records, behaviour data by site, and annual review report.
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### Information Accessibility

Ensure all written and digital information is accessible to pupils, parents, staff, and the community

Protected characteristics linked: Disability, Race, Age

Provide key documents in alternative formats (large print, easy read, symbolised, audio).

Target	Strategy	Outcome
By May 2027, ensure key school communications can be provided in alternative formats (e.g., large print, adapted text size, easy-read/simplified language) within a reasonable timeframe on request.	Continue using simple language; ensure documents are checked by Senior Leaders; respond positively to requests for text-size adaptation and agree a consistent process for fulfilling requests.	By May 2027, requests for alternative formats (large print, easy read/symbolised, audio) are fulfilled within 10 working days in at least 90% of cases (or an agreed documented timescale), and key whole-school communications are spot-checked termly for accessibility (plain language and readability). Evidence: requests log, compliance spot-checks, and parent/pupil feedback.
By May 2028, record communication and access needs for parents/carers on the school management information system (Arbor) and ensure these needs are applied consistently in communications.	Standardise how needs are captured (e.g., preferred format, font size, language support); train admin and pastoral staff on checking and applying recorded preferences before sending key information.	By May 2028, 100% parent/carer records include communication/access needs where applicable (preferred format, font size, language/interpretation), and termly spot-checks show these preferences are applied for at least 90% of sampled key communications. Evidence: MIS report, spot-check records, and analysis of missed appointments/late responses linked to communication barriers.

<p>By May 2030, improve accessibility of digital information (including website content) to support families with disabilities and/or EAL, including translation and clearer on-site navigation information.</p>	<p>Develop the identified areas: add a website translation facility; improve signage for EAL pupils and visitors; ensure staff use available technology to support access for people with disabilities.</p>	<p>By May 2030, the website meets agreed accessibility checks (at least annually) and a translation facility is operational for key pages; usage of translated pages is monitored termly and improves over time (baseline on launch). On-site wayfinding/signage improvements are completed by the agreed date and visitor feedback indicates improved navigation. Evidence: accessibility check record, website analytics, signage audit, and visitor feedback log.</p>
<p><b>Strengthen communication pathways with families from diverse backgrounds to ensure equitable engagement</b></p>		
<p><b>Protected characteristics linked: Race, Religion/Belief, Disability, Sex</b></p>		
<p><b>Target</b></p>	<p><b>Strategy</b></p>	<p><b>Outcome</b></p>
<p>By May 2027, ensure parents/carers can access key information through multiple communication routes (letters/newsletters, phone calls, informal meetings, formal reviews, celebration events, website).</p>	<p>Maintain and publicise the existing range of contact methods; check preferences at admission and reviews; offer flexible meeting arrangements where needed.</p>	<p>By May 2027, 100% families have a documented preferred communication route (checked at admission and annual review), and attendance/engagement in scheduled reviews and key meetings improves year-on-year (baseline 2025–26). Evidence: MIS records, meeting attendance logs, and annual parent survey.</p>
<p>By May 2028, improve welcoming, inclusive communication for families from diverse backgrounds by implementing agreed improvements to signage and language accessibility.</p>	<p>Implement the identified development areas: gender-neutral signage, improved signage for EAL pupils and visitors; ensure written communications use clear, simple language.</p>	<p>By May 2028, a signage/wayfinding audit is completed and 100% agreed improvements (including gender-neutral and EAL-friendly signage) are implemented by the agreed deadline; visitor feedback indicates improved ease of navigation and reduced confusion (baseline Autumn 2026). Evidence: audit and completion log, visitor feedback, and analysis of late arrivals/missed appointments linked to navigation.</p>
<p>By May 2030, embed translation/interpretation and accessible communication as standard practice for</p>	<p>Use the website translation facility; record needs on MIS; agree how translation support will be arranged for</p>	<p>By May 2030, translation/interpretation is offered for 100% formal reviews and key meetings where a need is recorded, and uptake is logged. Parent</p>

parents/carers who need it, including through the website.	formal reviews and key meetings, and review effectiveness annually.	feedback shows improved ability to participate in decision-making year-on-year (baseline on implementation). Evidence: meeting invites/records, interpretation log, and annual parent survey.
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### **Leadership, Governance & Compliance**

**Ensure monitoring of accessibility, SEND, and equality duties is robust, measurable, and reported annually to Governors and the Trust**

**Protected characteristics linked: All**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
By May 2027, report annually to Governors on progress and outcomes of the Accessibility Plan and audit.	Use the spring term meeting for the formal review; include actions completed, actions outstanding, and impact on pupils, staff and visitors.	By May 2027 and annually thereafter (spring term), governors receive an accessibility report including: RAG-rated actions, % actions completed on time, progress against defined impact measures, audit evidence, and agreed next steps. Evidence: annual report paper and governors minutes demonstrating challenge and follow-up actions.
By May 2028, ensure the Accessibility Plan informs other school planning documents and is published on the school website following each annual review.	Align the plan with the Equalities Policy and Accessibility Audit; update the projected three-year plan after the annual spring-term review and share it publicly.	By May 2028, the updated Accessibility Plan is published within 4 weeks of the spring-term annual review and cross-referenced in key school planning documents (e.g., Equalities Policy/SEF/SIP where relevant). Evidence: publication date record, document cross-references, and communications log showing stakeholder notification.
By May 2029, ensure accessibility planning is informed by Local Authority guidance and the Annual Accessibility Audit, with stakeholder involvement evidenced.	Continue developing the plan using LA information and audit findings; consult key stakeholders and ensure actions are measurable and time-bound.	By May 2029, annual planning decisions are demonstrably based on the Accessibility Audit, LA guidance and stakeholder consultation: 100% annual reviews include a completed compliance checklist, consultation summary, and a revised action plan responding to identified need. Evidence: audit findings,

		consultation record, compliance checklist, and updated action plan.
By May 2030, maintain an annual programme of equality awareness for staff and governors and demonstrate ongoing compliance with Equality Act accessibility duties.	Deliver annual training and refreshers; use governor reporting to track completion and impact; ensure reasonable adjustments are considered in policies and practice.	By May 2030 and annually thereafter, 100% staff and governors complete equality/accessibility training, and an annual compliance audit shows actions completed in line with the plan. Accessibility-related complaints/incidents are monitored and reduce year-on-year (baseline 2026–27). Evidence: training logs, audit report, complaints/incident log, and governor assurance statement.