

**Kings Meadow School  
Accessibility Plan  
2026- 2029**



**Connect – Reflect - Grow**

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## Wellbeing in our Trust

***Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.***

At Creating Tomorrow we:

Provide a nurturing, safe and supportive environment based on trusting relationships to:

- Help everyone to understand and manage their emotions and feelings
- Help everyone to feel comfortable in sharing any concerns or worries
- Help everyone to form and maintain relationships
- Develop self-esteem and self-worth
- Encourage everyone to be confident and celebrate their individuality
- Help students develop emotional resilience and manage setbacks
- Provide a structured approach to education about relationships, sex and health
- Support parents as partners in their child's learning and development.

## **Kings Meadow School**

### **Accessibility Plan**

**2026–2029**

#### **Aims**

Under the Equality Act 2010, schools are required to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment so pupils with disabilities can access education, facilities and services
- Improve the availability of accessible information for pupils with disabilities

This plan will be reviewed every three years and updated annually where required.

#### **Commitment to Inclusion**

Kings Meadow School is committed to providing an inclusive environment that promotes equality of opportunity for all pupils. We recognise that pupils may experience a range of barriers to learning, including social, emotional and mental health needs, communication and language difficulties, cognitive and learning needs, physical or sensory needs, and socio-economic disadvantage. Through high-quality teaching, targeted support and a nurturing environment, we aim to remove barriers so that all pupils can access learning, participate fully in school life and achieve their potential.

#### **Accessibility within the Curriculum**

Accessibility is embedded in curriculum delivery through adaptive teaching, differentiated learning resources and communication supports. These approaches help ensure that pupils with additional needs can access learning and participate fully in school life.

#### **Lifelong Learning**

We recognise that social, emotional and mental health needs can affect pupils' engagement in education. By providing a safe, supportive environment, strong relationships and consistent routines, we support pupils to develop emotional regulation, resilience and confidence. Our curriculum prioritises key skills such as literacy, communication, independence and personal development so that pupils can make progress and prepare for the next stage of education and life.

## **Equality and SEND**

Kings Meadow School is committed to meeting the needs of pupils with disabilities and special educational needs.

We work closely with families and external agencies to ensure appropriate support is provided. Adjustments are made to teaching, learning environments and school systems to enable pupils to access education effectively.

Staff receive training to support inclusive practice and develop strategies that support the diverse needs of our pupils.

## **Legislation and Guidance**

This plan meets the requirements of the Equality Act 2010 and the SEND Code of Practice (2015).

Under the Equality Act 2010, schools must make reasonable adjustments to ensure that disabled pupils are not disadvantaged.

The accessibility plan must address three key areas:

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

## **School Audit – Site Facilities**

Kings Meadow School regularly reviews the accessibility of its site to ensure that all pupils, including those with disabilities and additional needs, can access facilities safely and comfortably. The school building and grounds are organised to support safe movement around the site, with consideration given to classroom layout, circulation spaces and access to key areas such as toilets, learning spaces and outdoor environments. Staff remain mindful of the needs of pupils who may require adjustments to their environment, and where barriers are identified the school works proactively to make reasonable adjustments where possible. This includes reviewing access to classrooms and shared spaces, ensuring clear signage and maintaining safe routes around the school site. Emergency evacuation procedures are also reviewed to ensure that appropriate arrangements are in place for pupils who may require additional support. Through regular monitoring and site reviews, the school aims to maintain an environment that supports inclusion and enables all pupils to participate fully in school life.

## **Specialist Equipment**

Kings Meadow School uses a range of specialist equipment and resources to support pupils in accessing learning and participating fully in school life. These resources are selected to meet the diverse needs of pupils, including those with social, emotional and mental health needs, communication difficulties and additional learning needs. The school may use adapted learning materials, visual supports, communication aids, sensory resources and assistive technology to support pupils' engagement and understanding. Where necessary, specialist equipment or resources are introduced following advice from external professionals or as part of individual support plans. Staff ensure that equipment is used effectively to remove barriers to learning and promote independence. The school regularly reviews the suitability of available resources and will seek additional equipment where needed to ensure that pupils are able to access the curriculum and wider school opportunities as fully as possible.

## **Staffing and Training**

Staff training is a key part of improving accessibility.

Professional development may include:

- SEND and inclusive practice training
- strategies to support SEMH needs
- communication and language development
- behaviour and emotional regulation support
- adaptive teaching strategies

Training needs are identified through school improvement priorities and pupil needs.

## Accessibility Action Plan

### 1. Improving Access to the Curriculum

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve engagement and access to learning for disadvantaged pupils	Continue to develop adaptive teaching strategies and targeted interventions to support literacy, numeracy and communication (SALT)	SLT / Teachers	Ongoing	Improved engagement and progress for disadvantaged pupils over time in pupil progress data
Support pupils with SEMH needs to access learning	Embed strategies that support emotional regulation and readiness to learn	SLT / Pastoral Team	Ongoing	Reduction in behaviour incidents and improved classroom participation
Improve literacy and communication skills	Provide targeted support and interventions to improve reading, vocabulary and communication	English Lead / SENCo	Ongoing	Improved reading outcomes and confidence in communication
Improve pupil engagement and attendance	Develop strategies to support pupils at risk of disengagement or persistent absence	Attendance Lead / SLT	Ongoing	Improved attendance and participation

### 2. Improving Access to the Physical Environment

Objective	Actions	Responsibility	Timescale	Success Criteria
Ensure the school environment remains accessible for all pupils	Conduct regular site reviews to identify potential accessibility barriers	SLT / Site Manager	Annual review	Barriers identified and addressed

<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>
Improve accessibility of learning spaces	Adapt classroom layouts and furniture where necessary to support pupils with additional needs	Teachers / Site Manager	Ongoing	Pupils can access learning spaces safely
Ensure safe movement around the school	Maintain clear routes and signage around the building	Site Manager	Ongoing	Safe and accessible environment
Review emergency evacuation procedures	Ensure appropriate plans and Risk Assessments are in place for pupils with disabilities	SLT / Site Manager	Annual review	Effective evacuation procedures

### 3. Improving Access to Information

<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>
Improve accessibility of learning materials	Provide differentiated materials and alternative formats where needed including technology	Teachers	Ongoing	Pupils can access learning resources
Improve communication with parents and carers	Ensure key information is accessible and communicated clearly- conduct survey for parent communication	SLT / Admin Team	Ongoing	Parents understand school communication
Use visual and communication supports	Use visual timetables, structured communication and adapted resources- continuous powerpoint planning. Braille, large print, translated letters.	Teachers / SENCo	Ongoing	Pupils understand expectations and routines

## **Monitoring Arrangements**

This document will be reviewed every three years but may be updated annually where necessary.

The plan will be monitored by:

- Senior Leadership Team
- Governors
- Trust leadership where appropriate

Governors will review progress against the accessibility plan annually as part of the school's governance cycle. Governors may receive evidence including:

- updates on progress against the accessibility action plan
- outcomes for pupils with SEND and additional needs
- attendance, engagement and SEMH data
- feedback from site accessibility reviews or audits

Where required, actions will be updated to ensure that the school continues to improve access to the curriculum, physical environment and information for pupils with disabilities.

Progress will be reviewed through school improvement monitoring processes.

## **Links with Other Policies**

This accessibility plan links to the following policies:

- SEND Information Report
- Equality Policy
- Behaviour and Relationship Policy
- Safeguarding Policy
- School Development Plan

