

Kings Meadow School
Accessibility Plan
2026- 2029



Connect – Reflect - Grow

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Ratified by IEB	
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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

Schools are required under the Equality Act 2010 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 of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to pupils with disabilities

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

Our Commitment to Inclusion

Kings Meadow School is committed to providing a fully inclusive environment that values diversity and ensures equality of opportunity for all pupils.

Kings Meadow School is committed to providing a fully inclusive environment that values diversity and ensures 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 disabilities, sensory needs and socio-economic disadvantage. Through high-quality teaching, targeted interventions and a supportive and nurturing environment, we aim to remove these barriers so that every pupil can access learning, participate fully in school life and achieve their potential.

Lifelong Learning

At Kings Meadow School we recognise that pupils' social, emotional and mental health needs can present significant barriers to engagement in education. Our approach to lifelong learning is therefore built on creating a safe, supportive and nurturing environment where pupils feel understood, valued and ready to learn. Through strong relationships, consistent routines and targeted pastoral support, we help pupils develop the emotional regulation, resilience and confidence needed to access learning successfully. Alongside this, our curriculum priorities the development of key skills such as literacy, communication, independence and personal development, enabling pupils to re-engage with education and make meaningful progress. By addressing both academic and social-emotional needs, we aim to ensure that all pupils, including those supported through the pupil premium, develop the knowledge, skills and self-belief required to succeed in school and prepare positively for their 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	SLT / Teachers	Ongoing	Improved engagement and progress for disadvantaged pupils
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

Objective	Actions	Responsibility	Timescale	Success Criteria
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 are in place for pupils with disabilities	SLT / Site Manager	Annual review	Effective evacuation procedures

3. Improving Access to Information

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve accessibility of learning materials	Provide differentiated materials and alternative formats where needed	Teachers	Ongoing	Pupils can access learning resources
Improve communication with parents and carers	Ensure key information is accessible and communicated clearly	SLT / Admin Team	Ongoing	Parents understand school communication
Use visual and communication supports	Use visual timetables, structured communication and adapted resources	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

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