Kingsway Infant School

Accessibility Plan 2026 - 2029

Welcome to Our Accessibility Plan

At Kingsway Infant School, we believe that every child should feel welcomed, valued, supported to achieve their very best. We are proud of our inclusive ethos and are committed to ensuring that all pupils, regardless of disability, additional need or individual circumstance, are able to participate fully in every aspect of school life.

This Accessibility Plan outlines how we will continue to improve access to the curriculum, the physical environment and information for pupils, families, staff and visitors. It reflects our ongoing commitment to equality, inclusion and high aspirations for all members of our school community.

Our work is guided by the principles of the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice: 0–25 years. Through high-quality teaching, effective partnerships with families and external agencies, and a proactive approach to removing barriers to learning, we aim to create an environment where every child can thrive socially, emotionally and academically.

We recognise that accessibility is an ongoing process and we are committed to regularly reviewing and developing our practice to meet the changing needs of our pupils and wider community. By working together, we can ensure that Kingsway Infant School remains a safe, inclusive and aspirational place for everyone.

If you have any questions or would like to know more about our Accessibility Plan, please speak to a member of our team or our SENCO (Special Educational Needs Coordinator).

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Introduction

Under the Equality Act 2010 the school is required to have an Accessibility Plan. The Equality Act 2010 brought together and strengthened previous equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion, belief, or sexual orientation. According to the Equality Act a person has a disability if:

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

The purpose of this plan is to set out the school's policy on accessibility and the proposals of the Governing Body of the school to increase access to education for pupils with disabilities and/or additional needs. This document lists any actions taken to date and concludes by setting out an action plan of any further initiatives to address accessibility issues within a specified timeframe.

In addition to the legal requirements for an Accessibility Plan, Appendix A details the law governing the school's duties to be accessible to both pupils and the wider community.

This plan should be read in conjunction with the school's Inclusion and Special Educational Needs and Disability Policy and SEN Information Report, which specifically addresses provision for pupils with Special Educational Needs (SEND).

The General Duty (Equality Act 2010)

This duty requires schools when carrying out their functions to have due regard to:

- eliminate discrimination that is unlawful under the Equality Act (2010)
- eliminate harassment of pupils that is related to their disability
- promote equality of opportunity between those with additional needs and/or disabilities and others
- promote positive attitudes towards those with additional needs and/or disabilities
- encourage participation in public life
- take steps to take account of people's disabilities and treat everyone equally.

The General Duty applies across schools' duties, and applies to those pupils, staff, parents and carers along with other users of the school with additional needs and/or disabilities.

The Specific Duty

In addition to the General Duty there is a Specific Duty for schools to demonstrate how they are meeting the General Duty. In effect, the General Duty sets out what schools do, with the Specific Duty setting out how schools must do it and what they need to record as evidence of what they have done.

Reasonable Adjustment Duty

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that pupils with SEND can fully participate in the education that is provided by the setting, and that they can enjoy other benefits, facilities and services provided for all pupils. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Reasonable adjustments meet the statutory duty when they act to prevent pupils with SEND being placed at a substantial disadvantage.

Duties Placed on Schools
The Equality Act 2010 requires schools to publish an Accessibility Plan that outlines how they will improve access to education for pupils with disabilities and/or additional needs. The Local Authority will wherever possible, support schools and other educational settings to establish good practice through provision of advice, information, training and specialist support to help ensure all pupils can access curriculum. Additional information on this can be found on the Hertfordshire Local Authority SEND offer.

Equality Objectives

- To actively promote all pupils' spiritual, moral, social and cultural development
- To publish and promote the Equality Objectives through the school website, newsletter and staff meetings
- To support SEND and vulnerable group pupils in the periods of transition within their school life
- To monitor and analyse pupil achievement by all groups (Boys, Girls, PP, FSM, SEND, BME, EAL, CLA) and act on any trends or patterns in the data that require additional support
- To continually consider how well the teaching ensures equality of opportunities for all pupils in access to core curriculum subjects regardless of starting points
- To identify individual needs as early as possible and support all pupils to achieve their full potential
- To provide opportunities and support to narrow gaps in learning for all pupils
- To celebrate all achievement academic or otherwise

Vision and Values

At Kingsway Infant School, we are committed to creating a fully inclusive, nurturing and enabling environment where every child feels valued, supported and able to thrive. This reflects our school value of aspiration. We celebrate diversity and recognise the unique strengths, needs and achievements of all members of our school community.

Our practice is underpinned by the principles of the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice: 0–25 years (2015). We are committed to promoting equality of opportunity, eliminating discrimination and fostering positive attitudes towards individuals with disabilities and additional needs.

We believe that all children are entitled to access a broad, balanced and ambitious curriculum, regardless of need, disability or background. Through high-quality teaching, inclusive practice and effective partnership working, we strive to ensure that every pupil is supported to participate fully in all aspects of school life and achieve their full potential.

Our Accessibility Plan reflects our commitment to:

- increasing opportunities for pupils with disabilities and/or additional needs to access and participate fully in the curriculum, wider school activities and educational visits
- ensuring staff, Governors, parents, carers and pupils understand how the school promotes accessibility and inclusion through high-quality teaching and reasonable adjustments
- developing effective and accessible communication systems for pupils, families, staff and the wider school community
- meeting our statutory duties under current equality, SEND and accessibility legislation
- identifying and removing barriers to learning, participation and wellbeing
- continually reviewing and improving the accessibility of the school environment, curriculum and information for all pupils

We are committed to working collaboratively with pupils, families, external agencies and the wider community to ensure that all children feel safe, included, respected and empowered to succeed.

Documentation Used to Develop the Plan

- School Improvement Plan
- SEN Information Report
- Admissions, Attendance and Absence and Health and Safety Policies
- All Curriculum Policies
- Collective Worship Policy
- Relevant Department of Education documentation

How the plan was developed

The plan builds on the previous school Accessibility Plan and an audit from 2026, which we used to inform our areas for development and next steps.

The plan has been designed by considering the nature and layout of the school. Parents/carers of children are asked to provide any information about their child's individual health, social or educational needs so that the school can plan to meet their needs effectively prior to entry to the school setting. The SENCO works collaboratively with feeder nurseries and pre-school settings to ensure transition plans are in place and implemented by receiving staff to meet the individual's needs on arrival to the setting. Consideration is also given to family members and the wider community who need access to the school.

Termly monitoring for all pupils takes place through Pupil Meetings (VIP Meetings) and on-going assessments between Class Teachers, Teaching Assistants and the Senior Leadership Team (SLT). We also monitor our pupils with Special Education Needs and Disabilities through our Assess, Plan, Do, Review cycles, which are written collaboratively with appropriate members of staff. Following these meetings, provision can be adjusted to meet individual's needs. The above strategies assist and inform this plan.

Accessibility

- Currently meets the requirements of the SEND Code of Practice 2014
- School layout (including doorways and pathways) are appropriate for wheelchair users
- Disabled toilet in place
- Fire signs meet current legislative standards
- All areas have adequate lighting
- Medicines in school: see Medication Policy
- Use of SMART screens in all classrooms - improving visibility
- iPads, and Chromebooks are used as means of assistive technology to support teaching and learning

Action Plan 2026-2029

Aim

To increase the extent to which pupils with disabilities and/or additional needs can participate in the curriculum and extra-curricular activities

Targets	Strategies	Timescales	Responsibility	Success Criteria
To support transition into school and next Key Stages.	Ongoing use of the EYFS transition toolkit. Identifying all pupils who may require additional support and/ or adjustments. Liaising with families and other professionals. Visiting feeder nurseries to meet the children and have a handover to discuss effective strategies. Providing opportunities for children to visit their new setting. Creating transition booklets/ pupil profiles and sharing these with receiving schools. Referring to the DfE guidance document “Getting Children Ready for Reception.”	Spring – Autumn Term 2026 and all further years	Headteacher, SENCo, SLT, Early Years Team, Year 2 and Junior Schools.	Procedures, resources and relevant staff are in place for September. 100% of identified pupils have transition meetings before entry to support transition. This provides an opportunity to agree reasonable adjustments ahead of the beginning of the new academic year. The advice of professionals involved with the children and families must be evident in our practice. Pupils will have interventions/early support programmes to address needs.

To support high-quality teaching in all curriculum areas. To further support this with research-based approaches and the advice of professionals when making reasonable adjustments and adaptations.	SLT and SENCO monitoring high-quality teaching and delivery of curriculum. Subject leaders to consider how the schemes of work and curriculum delivery support 100% of pupils. On-going SEND staff training and policy updates. On-going work with external agencies to be routinely acted on, applying the suggested methods and techniques as part of the graduated approach.	Ongoing Termly monitoring through VIP meetings, learning walks and pupil voice.	Headteacher, SENCo,SLT, subject leaders and teaching staff	Use of graduated response will impact on progress. Adaptations/ interventions to be made and implemented through regular progress reviews. CPD for staff. Staff to work with professionals and adapt learning according to their recommendations.
To provide children with enrichment opportunities.	Reasonable adjustments made for enrichment opportunities such as school trips, clubs, workshops, swimming etc. Work in collaboration with agencies to provide appropriate support. Carry out appropriate risk assessments.	Termly update, monitoring the opportunities of enrichment and how our learners are accessing these.	Headteacher, SENCo, SLT and all staff	Ensure that our practices are in line with the “Enrichment Framework” DfE guidance. Monitor engagement of children with SEND in enrichment opportunities- aiming for at least 90% involvement, with reasonable adjustments where necessary. Parent survey to show that at least 80% agree that their child can access school activities. CPD for staff around enrichment and how the Equality Act 2010 plays a role.

Aim

To ensure that staff, Governors, parents and carers are aware of the ways in which we already have and are currently making the school more accessible for all pupils, whatever their circumstances, to participate fully in the school curriculum and activities through curriculum delivery and high-quality teaching.

Targets	Strategies	Timescales	Responsibility	Success Criteria
For staff, pupils, Governors, parents and carers to be confident that the school can meet the needs of individuals and families.	Ensure all relevant information is updated on the new website and on parents/ carers information pages. Website audit & Governor visits. Community links with DSPL9 & other agencies.	September 2026-2029	Headteacher, SENCo, SLT, computing co-ordinator & admin staff	Children are able to access learning successfully through high-quality teaching and reasonable adjustments. The digital information will be written in plain English communication and be read through accessible PDFs. The school will provide translated documents where appropriate. Large print documents are to be available, upon request. All stakeholders are fully informed of schools SEND offer and LA provision.

Aim

To produce an action plan to further improve the school's accessibility and learning environment.

Targets	Strategies	Timescales	Responsibility	Success Criteria
To continue to develop use of the safe spaces in and around school and within classrooms.	Complete classroom climate audits. Ensure that the classroom environment is calm and purposeful, avoiding potential sensory overload. Use Herts Steps/ Attachment Awareness training and implement relevant strategies to maintain classrooms as safe spaces.	Summer – Autumn 2026 On-going	Headteacher, SENCo, Assistant Heads, SLT & Governors All Staff	Pupils/staff will have access to safe spaces in classes and other available spaces within school both indoors and outdoors.
Improved access to the curriculum and environment for all learners.	Teachers offer high-quality teaching across all areas of the curriculum. Teachers to provide appropriate scaffolds to support pupils in accessing the curriculum. Teachers to differentiate works where necessary to support pupils in accessing the curriculum.	Autumn 2026 On-going	Headteacher, Deputy, Assistant Heads & SLT All Staff	Pupils' needs are met, and high-quality teaching alongside technology supports learning within the classroom environment. Needs of pupils with Autistic Spectrum Disorder (ASD) are supported with appropriate resources.

The Accessibility Plan will be monitored termly by the Senior Leadership Team and reported annually to Governors. Progress against actions will be evaluated through monitoring activities, stakeholder feedback, pupil voice and measurable success criteria. The plan will be reviewed every three years, or sooner where required.

Appendix A

Legal Framework

Definition of Disability

Under the **Equality Act 2010**, a person is considered to have a disability if they have:

"a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

For the purposes of the Equality Act 2010:

- **Substantial** means more than minor or trivial.
- **Long-term** means the impairment has lasted, or is likely to last, for at least 12 months, or for the rest of the person's life.
- The Act also protects individuals with progressive conditions such as cancer, HIV infection and multiple sclerosis from the point of diagnosis.

Many children with Special Educational Needs and Disabilities (SEND) will also meet the definition of disability under the Equality Act 2010. However, not all children with SEND are disabled under the Act, and not all disabled children have identified SEND. For example, a child with diabetes or epilepsy may be disabled under the Equality Act but may not require SEND provision.

For the purposes of this Accessibility Plan, the school recognises its responsibilities to all pupils with disabilities and/or additional needs and works to ensure that barriers to learning, participation and achievement are removed wherever possible.

Duties Placed on Schools

Under the **Equality Act 2010**, schools must not discriminate against, harass or victimise disabled pupils, prospective pupils, staff, parents, carers or visitors.

Schools have a duty to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between disabled people and those who are not disabled;
- foster good relations between disabled and non-disabled people;
- make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage;
- plan strategically to improve access to education over time through an Accessibility Plan.

The duty to make reasonable adjustments is **anticipatory**, meaning schools should consider the needs of disabled pupils in advance rather than waiting until barriers arise.

Schools are also expected to publish and regularly review an Accessibility Plan that demonstrates how they will:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services;
- improve the availability of accessible information for disabled pupils, parents, carers and visitors.

Reasonable Adjustments

Kingsway Infant School recognises that reasonable adjustments may include, but are not limited to:

- adapting teaching approaches and classroom practice;
- providing auxiliary aids and assistive technology;
- adapting learning materials and communication methods;
- making reasonable adjustments to educational visits, clubs and enrichment opportunities;
- working collaboratively with families and external professionals to identify and remove barriers to participation.

Reasonable adjustments are considered on an individual basis, taking account of the needs of the pupil while maintaining high expectations and promoting full inclusion within school life.

Commitment to Accessibility

The Equality Act 2010 places accessibility at the heart of inclusive education. Kingsway Infant School is committed to continually reviewing and improving its curriculum, physical environment and communication systems to ensure that disabled pupils, families, staff and visitors can participate fully in all aspects of school life.

Accessibility is viewed as an ongoing process, supported through high-quality teaching, reasonable adjustments, effective partnership working and regular review of this Accessibility Plan.