



Helping people living in extraordinary circumstances to live ordinary lives

Kingsley Learning Foundation Trust

Accessibility Plan

Chairperson's signature:

A handwritten signature in black ink, appearing to read "G. M. M."

Approved by SLG: **Kingsley Special Academy & Red Kite Special Academy on 30 January 2025**

Ratified at Board of Trustees' Meeting: **27 March 2025**

Review Date: **Spring 2026**

Review Cycle: **1 year**

		Meets Equality Duty			Action	Personnel	Timescale
		R a c e	D i s a b i l i t y	G e n d e r			
Objective 1 To enable full curriculum access for all pupils with disabilities.							
C1	School admission policy must show fairness to all applicants in line with DFE guidance.		√		Admissions policy to be reviewed in line with statutory guidance.	SENCO Headteacher	Annually
C2	Pupils must not be discriminated against when allocating pupils to classes.		√		Allocation of staff and pupils to classes must be done fairly. Pupils with disabilities or other specific needs must be given fair access.	SLG	June/July each year On-going
C3	Teachers are aware of all pupils' background and specific needs.		√		SEN code of practice is fully implemented. Staff will be given information regarding pupils to fully meet their needs and access the curriculum (individual pupil documentation on Google Drive). Staff training will be given where appropriate, such as ASD, ADHD, PMLD, attachment. Some staff will receive more in-depth training for pupils with life-limiting illnesses or other particular presentations. Plan and review teaching approaches to provide appropriate learning experiences for all pupils. Acknowledge and reward achievement accordingly. Support staff will be allocated where their skills and experience are best needed.	SLG Teachers Support Staff	On-going
C4	The curriculum is accessible and adapted where deemed appropriate.		√		Learning resources will be adapted to meet the needs of pupils with disabilities.	SLG Teachers	On-going

					Visual prompts and aids will be created for pupils with visual impairments. The use of laptops and computers will be considered based on individual needs. Work will be enlarged for VI pupils. Pupils will have access to Total Communication strategies, including symbols, PECS, and other AAC resources as needed to support all areas of the curriculum, including recording.	Support Staff Teacher for Visually Impaired	
C5	The curriculum is accessible and adapted where deemed appropriate. Staff have appropriate training.		√ √		Special provision is planned to enable pupils with disabilities to safely attend curriculum visits outside school, clubs and residential experiences. Identified staff have attended Visit Leader Training sessions.	SLG EVC Teachers Support Staff	On-going
C6	Documents are provided in different languages and Braille/Moon when required.		√		Use identified staff and computer software to adapt documents into different languages where necessary.	SLG SENCO Identified staff	On-going
C7 Kingsley Focus	The new build classroom block is designed and built with due regard to access regulations, also taking into account the visual and auditory needs of the pupil population.		√		New build planned by architect taking into account regulations and design brief from school.	Design partners County council SLG	2022-24

Objective 2.

To ensure all pupils, staff, guardians and visitors have full physical access to all school facilities.

P1	The school will make buildings accessible.		√		Buildings risk assessment will be carried out to ensure the needs of disabled pupils, staff and visitors are met.	SLG Site Team	On-going
Red Kite	Take reasonable adjustments as are necessary to prevent pupils with disabilities from being at a substantial disadvantage compared with people who are not disabled.				Consider classroom organisation of furniture and resources to enable disabled pupils to have fair access. Make alternative timetables or room arrangements if appropriate. Forest School area at Red Kite to have new matting fitted to enable wheelchair users to access this area.	All staff	On-going

P2 Kingsley Red Kite	Provide quiet space for pupils with a specific need who may require this.		√		Use movement rooms (Ark/Beehive), courtyards, breakout rooms, and enclosed areas where deemed appropriate, e.g. for pupils who need 'time out' to calm down or a quiet space.	SENCO OT (Thrive) Family Support Team	On-going
P3	Ensure all corridors, classrooms, and doors are accessible for wheelchairs or walking frames.		√		Buildings will be adjusted to maintain access for all pupils, staff, guardians, and visitors, regardless of their disability.	Headteacher SBM's	On-going
P4	Ensure hoists are available and staff trained in their use.		√		Maintain hoists - contractor completing regular service. Identified staff to receive Manual Handling training	SLG Site Team Manual Handling Coordinator	Ongoing
P5	Provide disabled parking spaces for staff, guardians and visitors.		√		Ensure the disabled parking space is marked, and the sign is up.	Site Team	On-going
P6	Provide disabled showers and toilets.		√		Ensure toilets and showers are accessible at all times.	Site Team	On-going
P7	Safe and hygienic storage of medicines and specialised equipment.		√		Staff are trained to be aware of and support pupils with specific medical needs, such as blood sugar monitoring, asthma, EpiPen use, and epilepsy. Medicine is kept securely and safely. Key staff are trained to keep accurate records on medicine administration.	SLG Medications Officers Health care assistants All staff	On-going
P8	Make individual care plans for pupils with disabilities where necessary.		√		The needs of a pupil with a disability will be established through consultation with the pupil, guardians, previous school, LA and other professionals where appropriate. A care plan will be established and adjustments will be made where reasonable and appropriate in liaison with those above.	Medication Officers SLG Team leaders Medical staff	On-going

Objective 3.

To promote participation to enable pupils, guardians and staff with disabilities to take advantage of the environment and the education provided by the school.

E1	Seek advice from or consult with external agencies and guardians when deemed appropriate to provide specific support for a pupil.		√		To support curriculum and pastoral work when appropriate, e.g. Occupational Therapist, Physiotherapist, Educational Psychologist, guardians, LA.	All staff	On-going
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E2	A suitable form of adapted information will be given to pupils, guardians and staff with a disability.	√	√		Large print, support from PSA to access information, limited use of jargon and technical vocabulary. Communication between the class and guardians on ClassDojo can be translated into a preferred language.	PSA Class Teams	On-going
E3	Staff training for working with pupils with disabilities.		√		Staff trained in a range of SEND strategies and approaches to support all pupils within the school. Training will range between 'in house' training led by experienced staff and training delivered by external professionals (OT, SALT, etc.). Identified staff to receive medical training to support pupils with medical needs in line with individual care plans. Additional training, such as first aid and lifesaver, to be delivered in line with needs of pupils to support daily school function.	SLG Outside agencies EP Family Support team	On-going