



ACCESSIBILITY PLAN

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1. Introduction

The [SEN and Disability Act 2014](#) extended the [Disability Discrimination Act 1995 \(DDA\)](#) to cover education. Kingdom Christian School strives to meet the three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to ensure access to education for disabled pupils

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the access of information

This is a **statutory policy** and will be reviewed annually by the governing body.

2. Definition of Disability

Disability is defined by the DDA:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

3. Key Objectives

- To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils and prospective pupils with a disability
- To extend accessibility to all staff, parents and visitors to the school

4. The Purpose and Direction of the School's Plan: Vision and Values

At Kingdom Christian School we are committed to giving all of our children every opportunity to achieve their 'God-Given' potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Kingdom Christian School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

The governing body uses an access audit to identify barriers to the school environment in order to identify actions to reduce obstacles to access for the school community. The governing body also plan how they are going to finance the items on the accessibility plan. The school also sends out questionnaires to parents to gather information on the school's inclusivity and to continue to foster strong relationships with parents and carers. Advice will be sought from the LEA and outside agencies such as Speech and Language Therapists and SEND specialists.

5. Increasing Access for Disabled Pupils to the School Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self- review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational

visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

6. Accessibility Plan

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	Staff training and staff briefings throughout 25-26	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed, especially to aid children with dyslexia who may use ipads for intervention and to type up work	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for Appropriateness Risk assessment for children with SEN to ensure safety	As required	All staff	All pupils in school able to access all educational visits and take part in a range of activities

Ensure appropriate resources are available to meet needs to children with SEN	Resources for sensory circuits, sensory breaks, dyslexia overlays, fidget cubes, blue books for dyslexia, differentiated reading books within the scheme	As required for pupil's needs	All staff overseen by SENCO and SEND governor	Pupils with SEN more focussed and able to access the curriculum
Appropriate assistance for the class teacher to meet the needs of pupils with SEN	Work in partnership with parents to help access funding to ensure enough staff support to meet SEND needs within the classroom environment. Make use of well-trained volunteers to help support the class teacher	Look at staff deployment each May	Head teachers	Class teacher is able to fulfil her role in meeting children's needs and differentiating the work/environment

Improving the Physical Access of the Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Timescale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and on-going if required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues

Ensure signs are at wheelchair height and the buzzer for entry	Make adjustments to the buzzer on the gate	By January 2026	Head teacher	Disabled parents/carers/ visitors feel welcome
Create a disabled parking bay for disabled / wheelchair users outside the building	Get a disabled bay painted or marked out. Ask the council	May 2025	Head teacher /governor	Easier drop off and collection for people with disability
Create a ramp from the playground into the school so that wheelchair users can use the same entrance as other pupils	Ramp onto the second part of the playground	When funds allow	Health and safety governor and head teacher	Inclusive environment, children able to move between the 2 play areas freely
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Ensure minimal visual clutter around the whiteboard, check for faulty lights, flashing lights regularly Ensure child with hearing impairment can sit near the front of the class Minimise background noises	Regular checks on health and safety walk arounds	Health and safety governor and head teacher	Distractions and barriers to concentration are reduced

Space for a sensory/calm down area for both children and staff to reset and re-focus.	Quiet area for reflection, sensory breaks, calming down, quiet intervention.	When we are able to move to the new premises	All staff	Staff and pupils that feel safe and secure within their school environment and can regulate effectively.
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Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	During induction Ongoing Current	School Office / IT technician	All parents receive information in a form that they can access All parents understand what are the headlines of the school information

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	Office	Excellent communication Ongoing appropriate use of resources
Make use of digital formats, just as digital consent forms, polls and text messaging to enable easier access to information	Not all parents have access to emails so make use of other digital forms of communication	Regularly	All staff	Parents that are informed and feel confident in the education we are offering
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Offer face to face communication and short videos to ensure access to information	Short meetings after school pick up to relay crucial information Video recorded for those parents who are not able to make the meeting	As required	Head teacher	Parents feel confident and understand the procedures of the school well.

Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text. Formatting.	SO