



KING'S HILL
PRIMARY SCHOOL

Accessibility Plan 2025-2028

Next review – May 2028

Introduction

King's Hill Primary School offers its pupils a welcoming environment in which they thrive and want to do the best they can to reach their full potential.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as being valuable.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this through ensuring that everybody adheres to our school ethos of working together to achieve excellence.

We take account of pupils' varied life experiences and needs and offer them a broad, balanced curriculum. We have high expectations for all children.

Purpose of Plan

To show how King's Hill Primary School continues to try and ensure the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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

Areas of planning responsibilities

- Improving access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

King's Hill Primary School has been in its current location since 1930 . We have 16 classrooms plus interventions rooms, 2 libraries and 2 disabled toilets. In addition we have a conservatory/classroom for SEND pupils to work one to one. Our reception is located at the front of the building with wheelchair access into reception. We have wheelchair access into our Early Years classrooms. Two further pupil entrances have wheelchair access into the building but then limited access to all classrooms and no access to the hall.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a pupils and parents with a visual impairment and a hearing impairment.

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 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 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.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Refer to individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Staff provide individual Risk Assessments for making trips accessible. Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Include information on accessible PE and disability sports as required Seek disabled sports people to come into school	As required	PE Lead	All to have access to PE and be able to excel

Improving access to the physical environment of the school

King's Hill Primary School is continuing to grow and develop with it offering provision for 2 year olds, outdoor play equipment and quality Early Years outdoor learning area.

We have a wide range of equipment and resources available for day to day use. We keep resources/provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis or sooner if required.

Target	Strategies	Time-scale	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	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all

Target	Strategies	Time-scale	Responsibility	Success criteria
Continue to improve signage and external access for visually impaired	Yellow/Grey strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Refer to Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties Ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with persons on information with regard to the visual impaired and hearing	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	LA hearing teachers	All children who require it, have access to the equipment
All ground level fire escape routes are suitable for all	All areas of school on ground level have wheelchair access		LA Site Manager	Any disabled staff, pupils and visitors able to have safe access out

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.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	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 On-going	Office School Office	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	As required	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Use child friendly IEP review formats	As required	SENCO	Staff more aware of pupils preferred method of communication

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard	Ensure Prospectus is available via the school website.	As required	Office	All can access information about the school

Date: May 2025

Review: May 2028