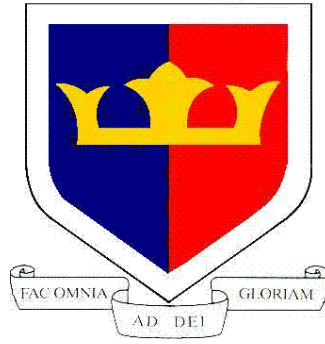




Kingsdale Foundation School

Accessibility Plan

2026-2027

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Accessibility Plan

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

1. PURPOSE

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Kingsdale Foundation School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2. KEY PRINCIPLES

- Ensure that all pupils have access to a broad and balanced curriculum differentiated to meet their individual needs:
- Advise on early identification of pupils with SEND and assessment of their needs
- Provision of reasonable and appropriate interventions for pupils with SEND
- Support all staff to be teachers of SEND; being part of the process of identification, differentiation and addressing individual needs.
- Encourage a positive attitude towards SEND across the whole school
- Encourage an effective parent partnership to support parents to understand and support their children's needs at home
- Encourage pupils to participate in decision making, seeking their views and taking these into account
- Pay regard to the SEN Code of Practice (2014) – SEND is defined as: *“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.”*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, such as with the local authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Kingsdale Foundation School has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have

access to a full curriculum, and that all pupils are appropriately challenged.

Our school's **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our school's **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND. Our school's **Special Educational Needs Policy** can be located on our website www.kingsdalefoundationschool.org.uk

3. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

4. INTENDED OUTCOMES AND SUCCESS CRITERIA

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority	Targets	Strategies	Outcome	Time Frame	Goals Achieved	Led By
Short Term	Increase SENDCo staffing capacity for the increased number of EHCP students attending Kingsdale	Recruitment of further SENDCos and SEND Consultants Further training provided for Link SENDCos (Heads of Learning)	Further recruitment takes place to increase the number of SENDCo qualified staff	Autumn term 2025	Further SENDCos are recruited and there is a more efficient management of SEND caseload	Headteacher Deputy Headteacher Director of Learning Support
	Review the differentiated curriculum (including tracking and target setting) in place for pupils who require additional support to access the curriculum This includes any recovery curriculum in place due to COVID-19	Training provided for Faculty Directors and HoDs and actions set to be reviewed by the Director of Learning Support and SENDCo	Faculty Directors lead HoDs in each faculty area to provide a differentiated curriculum for pupils who require additional support to access the curriculum	Autumn term 2025	The curriculum in each faculty area is differentiated for pupils who require additional support to access the curriculum	Director of Learning Support, SENDCo, Faculty Directors, HoDs, Subject Middle Managers

	Training for existing and new teachers (including ECTs) on differentiating the curriculum through Quality First Teaching (QFT) Delivered via MS Teams if needed due to COVID-19	Whole staff training Faculty-led training Skills audit to determine who would benefit from training on differentiating the curriculum Monitoring from the Learning Support (including HoLs) and Subject Faculties	All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum	Training: Autumn term 2025 Monitoring: Ongoing	Increase access to the National Curriculum Disabled children's needs with regard to the curriculum are met	SET, SENDCo, Director of Learning Support, Faculty Directors, HoDs, HoLs
Long Term	Ensure that the interview forms are amended to ask the right questions for the primary / secondary transfer interview	All staff are aware and ask the right questions to glean the most impactful information to ensure a smooth transition to secondary school	All teachers ask and record the parent / carers' answers to the questions	Summer term 2026	SEN, EMA, HoLs have all the right information to aid planning and provide the most impactful and smooth transition to secondary school	Directors, Heads of Upper and Lower School, SEN / EMA depts, Admissions Officer

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.