



Helping people living in extraordinary circumstances to live ordinary lives

Kingsley Learning Foundation Trust

Accessibility Plan 2026-2029

Chairperson's signature: *D. Withers*

Ratified at Board of Trustees' Meeting: **30.04.26**

Review Date: **Spring 2029**

Review Cycle: **3 years**

	Action	Personnel	Timescale
Objective 1 To enable full curriculum access for all pupils with disabilities.			
To ensure the curriculum effectively promotes the development of essential life skills, independence, and readiness for adulthood, tailored to each pupil's potential, thereby reducing future disadvantages.	Progress tracking against individual independence and life skills targets (PNT's). Post-16 destination data and feedback from pupils and families on their preparedness for future stages. Curriculum is planned effectively to develop skills learned in previous phases of education and includes the component learning skills to build composite understanding.	CEO, Board EDO, Standards committee, HT	July 26
Teachers are aware of all pupils' background and specific needs to deliver an appropriate individualised curriculum.	Staff will be given information regarding pupils to fully meet their needs and access the curriculum. Staff training will be given where appropriate, such as ASD, ADHD, PMLD, attachment according to the needs of pupils within the school. Some staff will receive more in-depth training for pupils with life-limiting illnesses or other presentations, to have a consistent quality of life. 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
To ensure pupils have equality of opportunity and receive a curriculum that is highly personalised, accessible, and differentiated to meet their individual learning styles, needs, and aspirations.	Learning resources will be adapted to meet the needs of pupils with disabilities. Staff will be trained to communicate with all pupils in the most appropriate way, whether verbally, visually or bodily. Visual prompts and aids will be created for pupils with visual impairments. Provision of education paths to ensure every pupil can achieve their potential, based on their own and their families wishes for their future. The use of laptops and computers will be considered based on individual needs. 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.	SLG Teachers Support Staff Teacher for Visually Impaired	On-going
The curriculum is developed ensuring pupils access to the local community. 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 EVC training. The curriculum includes aspects of life skills that are generalised in the community.	SLG EVC Teachers Support Staff	On-going

To enhance the personalisation and accessibility of the curriculum for all pupils including those with profound and multiple learning difficulties (PMLD).	To consistently implement a sensory-rich learning environment. To provide appropriate communication strategies for all pupils in all academies. All staff are well trained to be able to support pupils with a wide variety of needs, including ASD, SLD, PMLD, ADHD.	HT	July 27
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Objective 2.

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

The trust will make trust and academy buildings accessible.	Buildings risk assessment will be carried out to ensure the needs of disabled pupils, staff and visitors are met. To identify the least accessible buildings and understand the impact on the community. Ensure any office moves consider accessibility before completion.	SLG Site Team	July 29
Make 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. Make all areas of school accessible to all pupils who need to access teaching areas such as cookery rooms and forest schools. Ensure playgrounds are equally accessible and interesting to pupils with the range of needs catered for within the teaching area.	All staff Site staff	July 27
Provide quiet space for pupils with a specific need who may require this.	Use movement room(s), 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	July 26
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	July 26
Ensure hoists are available, maintained appropriately 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
Provide disabled showers and toilets.	Ensure toilets and showers are always accessible. Ensure consideration given to the functionality of equipment in bathrooms for users.	Site Team	On-going

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
Make classrooms and corridor spaces safe for pupils to be independent.	Fit safe spaces in classrooms for resources storage. Ensure wheelchair and equipment stores are available in each setting where required.	Site staff SBM's	On-going

Objective 3.

To provide information in formats that are accessible to all pupils and guardians

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
Pupil documents are created and available to appropriate identified stakeholders that require them.	Documents required may include: EHCP's, annual review documentation, behaviour plans, risk assessments, care plans, person centred planning, pupils' passports etc.	Teachers, SLG, Admin, Family support team	On-going
Documents are provided in accessible formats according to the communication needs of individual pupils and guardians.	Use identified staff and computer software to adapt documents where necessary.	Family support team, Admin	On-going
Information is shared with pupils using gender neutral language.	Staff are trained and aware of the use of gender specific language. Staff speak to pupils using gender neutral language.	Teachers, LSA's, Family support team	July 26
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

Staff training on communication.	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.). Training providers beyond schools.	SLG Outside agencies EP Family Support team	On-going
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 and shared in an appropriate format to all stakeholders.	Medication Officers SLG Team leaders Medical staff	July 28
Websites are accessible and easy to follow.	Audit website. Documents clearly labelled.	CEO	July 26