

Kates Hill Primary School Accessibility Plan 2025-2028

Accessibility Plan – Statement of Intent

This Accessibility Plan is prepared in accordance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice (0–25). The academy is committed to making reasonable adjustments, including the provision of auxiliary aids, to meet the school's duties under the Equality Act 2010 by ensuring that disabled pupils are not placed at a substantial disadvantage compared with their non-disabled peers. Further legislative details are set out in the Trust Accessibility Policy.

An Accessibility Statement for our academy is published via the link in the footer of the on our website under “View Sitemap | Accessibility Statement | High Visibility | Privacy Policy” and is reviewed annually. Website content editors receive appropriate training, and accessibility concerns may be reported via info@kateshillprimary.org.uk.

Progress against this plan is monitored termly by the Senior Leadership Team (SLT) and SENDCo and reported annually to the Local Advisory Committee (LAC). Updates and impact are recorded and published where appropriate.

Personal Emergency Evacuation Plans (PEEPs) for pupils, staff, and regular visitors are reviewed termly, tested through drills, and incorporated into the academy's fire risk assessment. The Site Manager is the responsible owner.

Roles and Responsibilities

The Accessibility Plan is implemented and reviewed in consultation with parents/carers, staff, the Trust Board, the Local Advisory Committee (LAC), and relevant external partners (e.g. PIMIS, ECHO, SALT). The Principal has overall responsibility for accessibility and day-to-day arrangements, supported by the SENDCo, Site Team, and SLT.

Review and Approval

This plan will be formally reviewed every three years, or sooner if required. Progress is monitored termly and reported annually to the LAC. The plan aligns with the Dudley Academies Trust Accessibility Policy and statutory requirements.

1. Access to Learning and the Curriculum

We want every child to enjoy and succeed in their learning. To make this happen, we will work on the following:

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Keep our SEND and medical information up to date so staff know how best to support each child	SLT, Inclusion Lead, Office Staff	Ensure SEND register reflects current pupils being supported. Ensure Medical register and Care plans are up-to-date Liaise with parents and external agencies to ensure we receive up- to-date reports.	SEND register and files for individuals. Medical folders/files Bromcom Care plans Edukey SEND inclusion spreadsheet and database to track SEND children	To be continually updated	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Work closely with parents through regular meetings and updates	SENCO SLT	Workshops offered to parents to support their children in a variety of areas i.e. phonics Termly parents evenings to provide updated report on their children Annual reviews of EHCPs with children and parents Concerns discussed with class teachers and SENCO regarding needs of pupils identified and next steps shared. Parents can always meet with teachers to discuss concerns they have over their child's education Termly meetings and annual EHCP reviews embedded as standard practice.	EHCP annual review paperwork Cause for concern referrals	Termly parents evenings Ongoing	Increased engagement of parents to support their children's learning
Support smooth transitions from nurseries and other schools	EYFS Phase Leader SENDCo Year 6 teachers	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. SENCO work with Trust SEND network and Trust SENDCOs Summer transition meetings with year 6 teachers, secondary schools and SENDCOs to make sure all relevant information is passed on	Teachers SENCO SLT SENCO SEND files on relevant children	Ongoing, CPD termly, interventions reviewed termly, equipment audits bi-annually, transitions as required.	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.

		Home visits carried out with EYFS lead and teachers. Transitions supported by clear plans and feedback records.			
Provide staff training so lessons are inclusive and meet every child's needs	Inclusion lead SENCO Subject leads SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, ECHO, Reflexions Team CPD opportunities for CTs and TAs based around current trends, needs and themes for the school. Staff meetings addressing inclusive practice and SEND procedures. Deliver termly CPD on inclusive practice relating to current needs of school (Autism, SALT, EAL etc.).	Staff meetings Insets National College training External agency training during insets Staff inset timetables PMR documents	Ongoing, CPD termly, interventions reviewed termly, equipment audits bi-annually, transitions as required.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
Use specialist equipment and resources (e.g., iPads, sensory tools, radio aid, screen readers, magnifiers) to help children learn comfortably.	Class teachers SENCO SLT Inclusion Lead	Ensure all staff using Imprint to help with communication and planning resources Staff supporting EAL children with understanding using EAL reading books to help with engagement within lessons Use EAL resources such as Flash to help with understanding and translation Physical sensory resources used to help support regulation of children Specialist equipment and auxiliary aids (iPads, overlays, sensory tools, screen readers) provided promptly.	Sensory tools and resources In Print EAL book resources Staff training from external agencies for support AAT tracker used to track small steps progress of some children	Ongoing equipment audits, bi-annually.	Children will feel more inclusive using the available resources so they can work alongside their peers
Appropriate specialised equipment and auxiliary aids are used to benefit individual pupils and staff.	SENCO Class teachers Inclusion Lead	Ipads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Visual aids used to support communication Audit of equipment and needs conducted bi-annually.	-Audit of equipment and needs - Staff training - Cost of resources - Use of external agency assessments	Ongoing, equipment audits bi-annually.	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.

Offer targeted interventions to help pupils make progress in areas like speech, motor skills, and sensory regulation.	Class teachers TAs SENCO SLT Inclusion Lead	Track intervention success on Edukey Phonics, maths, writing and reading interventions carried out across the school for targeted children based around pupil progress meetings held SAL teacher to work with children in KS1 and KS2 who have SALT reports and targets and track progress annually through using Wellcomm. Get Moving Programme used with identified children to support fine and gross motor skills TAs have targeted time with EHCP children to work on specific targets.	Edukey SEND inclusion spreadsheet and database to track SEND children Sensory toys and resources SALT resources planned for by SAL onsite teacher ECHO and SALT support PIMIS support	Ongoing, CPD termly, interventions reviewed termly	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments.
Provide effective support for all SEND learning taking SATS and phonics checks	Lead SENCO SLT	Access arrangements for SATS and phonics checks to be in place by relevant deadlines and reviewed each term to ensure compliance with assessment windows. Publicise details to staff and inform parents/carers.	Exam access paperwork, SEND register	Reviewed each term, arrangements confirmed before assessment windows.	All eligible pupils have approved access arrangements in place for SATS and phonics checks.

2. Access to the School Environment

We want our school to be safe and welcoming for everyone. Therefore we:

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Planning school trips and activities to ensure full participation for all pupils	Class teachers SLT	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Individual risk assessments are checked by SLT and also the Trust of needed SEND risk assessments completed via Evolve at least 4 weeks prior to trips.	Evolve Risk assessments	Site audits termly. PEEPs termly. Trips risk-assessed 4 weeks prior. Classroom arrangements ongoing.	All SEND are able to access all trips during their time at Kates Hill
Ensuring classrooms and play areas are arranged for wheelchair access and sensory needs	SENCO SLT Class teachers	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. PEEPs are completed for identified children and shared with all those in contact with the child Use external agency advice such as PIMIS to support with making sure school is accessible for identified children	PEEPs Lifts working Relevant training is given which involved safer people handling External agencies used	Site audits termly. PEEPs termly. Trips risk-assessed 4 weeks prior. Classroom arrangements ongoing.	There is safe access throughout the school

		<p>Conducting regular site audits to identify and address hazards or barriers</p> <p>Installing ramps, handrails, and clear signage where required.</p> <p>Providing accessible toilets and hygiene facilities</p> <p>PEEPs reviewed termly and accessibility audits conducted termly.</p>			
Making effective use of specialist spaces such as the quiet areas and Aspire unit to support regulation and life skills.	SLT SENCO Class teachers	<p>Class teachers can refer children to Aspire unit to support SEMH and SEND needs which include sensory time for regulation</p> <p>Class teachers have quiet space within classrooms such as the library area for children to work in</p> <p>Safety risk assessments in place for identified children who need specialist time or places for regulation</p> <p>Aspire unit and quiet spaces used proactively for regulation and life skills development.</p>	Aspire unit Safety risk assessment Sensory toys and resources	On-going	Children will know where they can go to regulate themselves. Placements in Aspire unit will show improvements in regulation and behavior.

3. Improving Access to Information

We are committed to ensuring that all parents and pupils can access information easily. Actions include:

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Reviewing website content and documentation for clarity and accessibility.	SLT Office staff SENDCo ICT technician	<p>Ensure documents are accessible and up to date to everyone. Office to be aware of parents who may need support in accessing materials and assisting with this.</p> <p>Annual website audit to meet WCAG 2.1 AA standards.</p>		Ongoing, website audit annually. Materials on request. Visual supports ongoing.	All parents will be able to be aware of what is happening at school via the website.
Providing written materials in alternative formats and languages where necessary.	SLT Office staff SENDCo ICT technician Class Teachers	<p>Office staff to translate any written letters and newsletters and ensure parents know this is available.</p> <p>Ensure parents with EAL can access documents needed within their language</p> <p>Invite parents in who may need support completing forms.</p> <p>Requests for alternative formats fulfilled within 5 school days.</p>	Trust approved translation services, In Print	Website audit annually. Materials on request. Visual supports ongoing.	Parents are able to access all information and complete forms independently or with assistance.

Using visual supports to aid understanding of written information.	SLT Office staff SENDCo ICT technician Class Teachers	In Print to improve picture communication support. Use In Print to make classroom resources (e.g. word mats, visual timetables, social stories). ECHO team to support teachers in using In Print and creating resources to use with their children Visual supports embedded across classrooms and communications.	ECHO training for whole school and one to one In Print	Website audit annually. Materials on request. Visual supports ongoing.	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals where needed to support their learning and understanding.
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