

Kiwi Primary School Accessibility Plan 2026–2027



September 2026

Next review: September 2027

Equal opportunities lie at the heart of all that we do at Kiwi Primary School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

Our school SOAR values underpin everything we do at Kiwi Primary School: Striving for Success, Owning our Actions, being Ambitious, Respectful, Resilient and Reflective. Our commitment to accessibility reflects these values by ensuring that all pupils are supported to participate fully in school life, overcome barriers, develop independence and achieve their potential.

AIMS

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

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

At Kiwi Primary School, we want all children to be successful. We are an inclusive school and are committed to ensuring that every pupil is able to participate, belong, learn and achieve.

Our approach to accessibility is underpinned by our SOAR values – Striving for Success, Owning our Actions, Ambitious, Respectful, Resilient and Reflective. We value diversity and recognise that children may require different approaches, reasonable adjustments, resources or support to enable them to access education successfully.

Through high-quality teaching, Ordinarily Available Provision for All Learners (OAPAL), reasonable adjustments and individualised provision where required, we aim to remove barriers and ensure that all children have the opportunity to be successful, access an ambitious curriculum and participate fully in the wider life of Kiwi Primary School.

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.

Objective	What	Who	When	Desired Outcome
Improve achievement of children with SEND through more effective teacher-TA partnership	Professional development for TAs Look for opportunities to involve TAs in monitoring and evaluation activities, Link TA appraisal into school monitoring and evaluation Create more time for TAs and teachers to review and plan, including systems for integrating intervention learning into classroom practice Increase CPD opportunities for teachers and Ta that focus on SEND	SLT	Ongoing	Increased rates of progress for children with SEND
Improve attendance for children with SEND or disadvantaged	Reduced Education Plans where appropriate for specific children (following LA guidelines) Time to Talk Counselling services for children with mental health issues/parenting issues Before and after school club. Welcoming staff on both gates. Adapted start and end times for certain children. Linked to attendance strategy and higher attendance rate A Senior Attendance Champion (Laura Eatherington, Headteacher) Access to DFE/RISE/LA training and support Training and support for our Admin Officer (including DDSL training) Regular monitoring of attendance and robust follow up systems when concerns are identified Ability to use staff car park for parents with permission.	SLT Pastoral team Time to talk counsellor	Ongoing	Children improve attendance and enter school more willingly and attend more frequently and therefore access more education
Improve children's mental resilience	Adapt PHSE to support healthy mindsets and help children to understand and deal with anxiety Pastoral team Inclusion Lead Safe spaces project 1x Time to talk counsellor Trauma informed practice Access to mental health support teams ESA processes and full family support mental health and well being support packages	SLT Pastoral team Time to talk counsellor	Ongoing	Number of children with poor resilience and anxiety is reduced

Objective	What	Who	When	Desired Outcome
Increase access to the curriculum for pupils with a disability	Differentiated curriculum for all pupils Resources tailored to the needs of pupils who require support to access the curriculum. Advice from external agencies and act upon this in order to enable children and pupils to access learning as successfully as possible. Targets are set effectively and are appropriate for pupils with additional needs. Robust graduated response where targets are reviewed, progress assessed and plans for next steps created. The curriculum is reviewed to ensure it meets the needs of all pupils. Updated IEP, IBP and sen support plan system in to be embedded	SLT SENCo	Ongoing	Needs of pupils met on arrival and throughout the day. Children make progress towards expected targets
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Adapted signage. As the school grows and develops, it is important that the accessibility plan is referred to and that all new parts of the school adhere to these principles. Use of classrooms based on individual child's needs.	SLT SENCo Site manager SBM	Ongoing	All pupils can safely and independently access the areas of the school they need, with reasonable adjustments in place where required.
Improve the delivery of and communication of information to pupils with a disability	Widget used consistently around the school Use of IT e.g. computers or Ipads. Makaton or similar communication strategies Communication boards Total Communication Bill Adapted resources used in class as part of OAPAL provision	SLT SENCo Teachers TAs	Ongoing	Suitable communication to all pupils and improved outcomes for pupils