

## Accessibility Plan Autumn 2025

At Kingsclere CE Primary School we actively promote a positive, inclusive ethos and respect for the individual, and differences between individuals. The school is committed to ensuring that all pupils are able to access the same educational opportunities regardless of disability or SEN. We also seek to enable adults with disabilities, who work in the school or use our facilities, to do so with as much ease as possible.

Our Accessibility Plan is a 3-year plan designed to ensure that we continue to review and improve accessibility for children, visitors, parents/carers and staff. It reflects the schools' ethos of inclusion and is focussed on 3 key areas: the physical environment, curriculum and communication. The Accessibility Plan should be read in conjunction with other plans and policies including the SEND Information Report, Inclusion Statement, Behaviour Policy, Teaching and Learning Policy, Health and Safety Policy and the Equality Objectives. It will be reported upon annually in respect of progress and outcomes.

Within the document, we have shown in the action plan which parts of the accessibility plan are a priority for this year (2025 – 2028) based on the present needs of our pupils, their families, volunteers and staff. The action plans for 2025 – 2028 will need to be reviewed based on School Improvement Plans, future budget setting and the needs of pupils, families, volunteers and staff at the end of this academic year.

### **The Physical Environment**

<b>Current Position</b>	<b>Priorities for 2025 - 2028</b>
<p>The school Reception Area is accessible to wheelchair users with a lowered desk. There is an induction loop available on request.</p> <p>Access to this area requires assistance for wheelchair users as the two doors require hooking open. The door open outwards into the wheelchair user and therefore obstructs access.</p>	<p>Consider installing electric accessible doors using a push button at a low-level allowing doors to open into the building and therefore ease of access.</p>
<p>As most of the school is on ground level, most of the rooms are accessible to wheelchair users from internal door. Externally there is a ramp to the library, Holly Class and the main school entrance.</p> <p>The doors at the main school entrance and double doors to the library need to be held open with hooks and therefore a wheelchair user is likely to need assistance to access the building. The single door to the library has a push bar to open and is heavy to manoeuvre but it does have a hook to keep it open.</p> <p>Holly Class door holds itself open but a wheelchair user would need assistance to</p>	<p>Consider installing electric accessible doors using a push button at a low level allowing doors to open into the building and therefore ease of access.</p>

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access this from the outside as the handle is high from the base of the ramp. There are railings to support access.	
External doors to all corridors and communal areas (library and hall) have 'mag-locks' to support entry. This is for the safety of those inside the building, vulnerable pupils / building users are unable to leave the building from these areas without a code.	No further modifications needed.
The school has one accessible disabled toilet situated near to the Reception Area. This toilet is used by visitors and for pupils who have medical needs.  This room is also used as the medical room, including a medical bed which is motorised and a shower.	No further modifications needed.
There is a designated accessible parking space via painted lines which is labelled with a laminated sign.	Consider paint work to the parking space to identify the space for car users.
Electric panels to the school external gates are placed at an accessible level for wheelchair users.	No modifications needed
External classroom doors and the hall all open onto flag stones with a raised step. This is not easily accessed by a wheelchair user without assistance.	Consider ramp exit to more classrooms
The school has a swimming pool that is used in the latter summer months as part of the curriculum. There are steps to gain access to the physical pool and shed changing rooms.	Consider installing a hoist to support wheelchair users to access the pool should the need arise. Consider route planning to changing in the accessibility toilet / external changing facilities to be considered should the need arise

## The Curriculum

Current Position	Priorities for 2025 – 2028
Our school provides a balanced and broad curriculum which is accessible to all children. There is a focus on ensuring resources to ensure the Equalities Act is being considered e.g., use of RADE resources.	Annual curriculum reviews ensure that teaching materials are carefully selected to avoid stereotypes and bias, supporting equitable access to learning for all pupils.  The school values the importance of inclusion and diversity and is an active member of the Basingstoke and Deane Inclusion and Diversity

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	<p>Partnership, working collaboratively to promote best practice and share resources that strengthen accessibility.</p> <p>We continue to increase opportunities for external visitors, including parents and carers, to contribute to the curriculum, broadening understanding of different needs and fostering a more inclusive school community. In addition, we aim to expand opportunities for pupils to engage with different faiths and cultures through external visitors and visits to alternative religious venues such as mosques and synagogues, helping children to develop respect, empathy, and understanding of diverse beliefs and practices.</p>
<p>Access to our wider curriculum enrichment activities e.g., visits, residential and after school activities is considered and included within risk assessments and all pupils, volunteers and staff needs are considered when planning.</p>	<p>Continue to review the curriculum enrichment e.g., through evaluation of trips, to ensure accessibility for all</p>
<p>The school maintains proactive liaison with external services and agencies to ensure that the individual needs of pupils, whether physical, sensory, behavioural, speech and language, or emotional, are identified and addressed. In collaboration with these partners, appropriate adaptations and support strategies are implemented to promote equitable access to learning and full participation in school life.</p>	<p>We will continue to work in partnership with external agencies, including EMTAS, PBS, and Inclusion services, to ensure that support is available wherever it is most appropriate.</p> <p>In addition, we will invest in specific resources, including specialist staffing, to meet the diverse needs of pupils and to promote equitable access to learning opportunities for all.</p>
<p>Transition arrangements are carefully planned to ensure that the individual needs of pupils are fully understood and supported.</p> <p>For children entering Reception, collaboration takes place between school staff, pre-school and nursery settings, parents and carers to build a clear picture of each child's strengths and needs.</p> <p>For pupils moving from Year 6 to Year 7, staff work closely with secondary schools during the summer term, with the SENCO and Year 6 Class Teachers, liaising to share</p>	<p>We will continue to collaborate closely with pre-schools, nurseries, and secondary schools to ensure that information is shared effectively and that transitions are as smooth and supportive as possible for all pupils. This partnership approach helps to build a clear understanding of individual needs and promotes continuity of provision, enabling every child to access learning confidently and inclusively</p>

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<p>information and agree appropriate support for a smooth transition.</p> <p>For in-year transfers, school staff liaise with the feeder or receiving school as required to ensure that pupils' needs are comprehensively understood and that adaptations are in place to promote continuity and inclusion.</p>	
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## Communication

Current Position	Priorities for 2025 - 2028
There is an internal hearing loop upon request.	Make sure the hearing loop signage is on display.
<p>Information is communicated to parents and carers in a variety of accessible formats, with adjustments available to meet individual needs.</p> <p>'Reach More Parents' posts can be accessed on both tablets and desktops, enabling users to increase text size for ease of reading.</p> <p>The school website has been designed with colour choices that support visually impaired users, ensuring clarity and readability.</p> <p>Both the website and 'Reach More Parents' offer language translation functions to support families for whom English is an additional language. In addition, the App provides reminder functionality to assist parents and carers who may experience processing difficulties, helping them to stay informed and engaged with school communications.</p>	<p>We are committed to further strengthening engagement with parents and carers for whom English is not their first language, ensuring that no family misses vital communications.</p> <p>Through collaboration with EMTAS, we are able to provide translation and interpretation support for families across a wide range of languages, helping to remove barriers and promote equitable access to information.</p> <p>In addition, we will continue to evaluate our current communication processes with parents and carers who have differing needs, so that the user experience can be better tailored, accessible, and inclusive for all.</p>

## Action Plan 2025 – 2028

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve physical access to the school environment	Install electric accessible doors at Reception, Library, and Holly Class to reduce reliance on manual hooks and	Headteacher, Caretaker and Governors	Provision will be reviewed in response to individual requirements	Wheelchair users can independently access key areas without assistance

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	heavy doors if needed			
	Add ramps to external classroom exits where steps currently restrict access	Caretaker, Headteacher and Governors	By July 2028	All classrooms accessible without assistance
	Permanent painted accessible parking space signage	Caretaker	By July 2026	Clear, permanent signage for accessible parking
	Explore installation of a hoist for swimming pool access if required	Headteacher and PE Lead	Contingency if pupil need arises	Wheelchair users able to participate in swimming curriculum
<b>Ensure curriculum is inclusive and accessible</b>	Conduct annual curriculum reviews to remove bias and stereotypes	Senior Leadership Team (SLT)	Annually	Curriculum materials reflect diversity and inclusivity
	Increase external visitors, including parents and carers, to share experiences promoting diversity and inclusion	SLT, Class Teachers	Ongoing	Pupils demonstrate greater empathy and understanding of diverse needs
	Organise visits to alternative religious venues (e.g., mosque, synagogue)	RE Lead, Class Teachers	Annually	Pupils gain first hand experience of faiths and cultures
	Continue partnership with EMTAS, PBS, and Inclusion services to support pupil needs	SENCO	Ongoing	Pupils with additional needs receive timely, tailored support
	Invest in specialist staffing and resources to meet diverse pupil needs	Governors, Headteacher and SENCO	Ongoing	Resources and staffing match identified needs
	Strengthen transition arrangements with pre-schools, nurseries, secondary schools and in year admission schools	SENCO and Class Teachers	Ongoing	Smooth transitions evidenced by positive pupil and parent feedback
<b>Enhance communication</b>	Display clear signage for hearing loop availability	Administration Assistant	By July 2026	Hearing loop accessible and visible

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<b>and engagement with families</b>	Ensure website and communication platforms remain accessible (text resizing, colour contrast, translation functions)	School Finance Officer and Administration Assistant	Ongoing	Parents and carers report ease of access to information
	Work with EMTAS to provide translation and interpretation for families	SLT including SENCO, Administration Assistant and Class Teachers	Ongoing	Families with EAL receive timely translated communications
	Evaluate communication processes with parents and carers with differing needs	SLT and Administration Assistant	Annually	Improved parent and carer satisfaction and engagement

**Date Approved by Governors:** November 2025