

Accessibility Plan



Approved by:	KWS SLT	Date: Jan 2026
Last reviewed on:	July 2025	
Next review due by:	Jan2028	

1. Introduction

1.1 School Context

KWS is an independent special school supporting 20 students with Social, Emotional and Mental Health (SEMH) needs. Our students are aged 11-18 and may also have additional needs including:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech, Language and Communication Needs (SLCN)
- Specific Learning Difficulties (SpLD)
- Attachment and trauma-related needs
- Anxiety and mental health conditions
- Adverse Childhood Experiences (ACE's)
- Previous educational trauma

1.2 Purpose of This Plan

This accessibility plan sets out our commitment to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment to enable students with disabilities to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to students with disabilities

This plan is reviewed annually and covers a three-year period from September 2026 to August 2029.

1.3 Legal Framework

This plan is written in accordance with:

- **The Equality Act 2010** – which requires us to make reasonable adjustments for disabled students and not discriminate against them
- **The Special Educational Needs and Disability Regulations 2014**
- **The SEND Code of Practice 2015**
- **Independent School Standards 2014** (Part 1, paragraph 2 and Schedule 10)

1.4 Definition of Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes students with SEMH needs.

2. Vision and Principles

2.1 Our Vision

At [School Name], we are committed to creating an inclusive environment where every student, regardless of their disability or additional needs, can:

- Access a broad, balanced and ambitious curriculum
- Feel safe, valued and supported
- Develop their independence and life skills
- Make progress academically, socially and emotionally
- Participate fully in school life

2.2 Our Principles

We will:

- Set high expectations for all students
 - Quickly identify barriers to learning and participation
 - Make reasonable adjustments to remove these barriers
 - Involve students and parents/carers in decision-making
 - Provide staff with appropriate training and resources
 - Monitor and evaluate the effectiveness of our accessibility measures
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3. Current Provision

3.1 Physical Environment

Our current physical environment includes:

- **Single-storey building** with level access throughout
- **Wide corridors** to accommodate wheelchair users and students who need additional space
- **Accessible toilet facilities** including one disabled toilet
- **Sensory regulation spaces** including a sensory and quiet zones- rainbow.
- **Visual supports** throughout the building (signage, timetables, behaviour expectations)
- **Adjustable furniture** in classrooms to meet individual needs
- **Low-arousal classrooms** with neutral colours and reduced visual clutter

3.2 Curriculum Access

We currently provide:

- **Personalised learning plans** for all students, tailored to their SEMH needs
- **Small class sizes** (maximum 6 students per class) with high staff ratios
- **Therapeutic interventions** including psychotherapy, educational psychology, SaLT.
- **Trauma-informed practice** embedded across the curriculum
- **Differentiated resources** including visual aids, writing frames.
- **Alternative curriculum pathways** including vocational learning and life skills
- **Flexible timetabling** to accommodate therapeutic appointments and regulation needs
- **Positive behaviour support plans** for students who need them
- **Communication support** for students with SLCN
- **Access arrangements** for assessments and examinations

3.3 Information Access

We currently provide, where needed and provision led:

- **Visual timetables and schedules** in all classrooms
- **Easy-read formats** for key policies and student information
- **Communication aids** including symbols, social stories and visual supports
- **Accessible website** with clear navigation and readable fonts
- **Multiple communication channels** for parents (phone, email, face-to-face)

- **Translation services** where English is an additional language
- **Large print materials** available on request

4. Three-Year Action Plan (2026-2029)

4.1 Improving Access to the Curriculum

Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
All staff are trained in trauma-informed practice and SEMH strategies	<ul style="list-style-type: none"> - Commission training from specialist provider - Deliver whole-staff INSET - Provide ongoing CPD and coaching - Monitor implementation through observations 	Headteacher / SENCO	September 2026 (initial training) Ongoing	<ul style="list-style-type: none"> - 100% of staff complete training - Evidence of strategies in lesson observations - Student feedback shows improved regulation 	
Students with ASC have access to appropriate sensory supports	<ul style="list-style-type: none"> - Audit current sensory resources - Purchase additional sensory equipment (weighted blankets, fidget tools, noise-cancelling headphones) - Create sensory profiles for all students with ASC - Train staff in sensory regulation strategies 	SENCO / Occupational Therapist through CAMH where appropriate	December 2026	<ul style="list-style-type: none"> - All students with ASC have personalised sensory profiles - Reduction in dysregulation incidents - Student voice shows improved comfort 	
Curriculum is accessible to students with literacy difficulties	<ul style="list-style-type: none"> - Implement assistive technology (text-to-speech, speech-to-text) - Provide reading pens and coloured overlays - Ensure all written materials are available in accessible formats - Train staff in dyslexia-friendly teaching strategies 	SENCO / Curriculum Lead	March 2027	<ul style="list-style-type: none"> - All students with literacy needs have access to appropriate technology - Reading ages improve - Student engagement in literacy increases 	£3,000 technology costs £800 training

Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
Students can access therapeutic support when needed	<ul style="list-style-type: none"> - Increase counselling provision to 3 days per week - Introduce art therapy sessions - Create additional regulation spaces - Develop therapeutic curriculum offer 	Headteacher / SENCO	September 2027	<ul style="list-style-type: none"> - All students have access to at least one therapeutic intervention - Reduction in crisis incidents - Improved wellbeing scores 	£15,000 additional staffing
Curriculum is culturally responsive and inclusive	<ul style="list-style-type: none"> - Review curriculum content for diversity and representation - Include diverse voices and experiences in all subjects - Celebrate cultural events and awareness days - Provide training on cultural competence 	Curriculum Lead	June 2028	<ul style="list-style-type: none"> - Curriculum audit shows improved representation - Student voice shows they see themselves in the curriculum - Increased cultural awareness among students 	
All students can participate in enrichment activities	<ul style="list-style-type: none"> - Audit current enrichment offer for accessibility - Provide additional staffing for trips and activities - Adapt activities to meet individual needs - Introduce new accessible activities (e.g. adapted sports, music) 	Deputy Head	September 2028	<ul style="list-style-type: none"> - 100% of students participate in at least one enrichment activity per term - Increased confidence and social skills - Positive feedback from students and parents 	

4.2 Improving the Physical Environment

Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
Create additional sensory regulation spaces	<ul style="list-style-type: none"> - Sensory circuit in corridor of 23/25 - Designate quiet zones in 	SENCO	December 2026	<ul style="list-style-type: none"> - Student feedback shows spaces are helpful 	£1500 for sensory circuit

Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
	each building, Rainbow				
Enhance visual supports throughout school	<ul style="list-style-type: none"> - Install digital displays for visual timetables - Improve signage with symbols and pictures - Create visual behaviour expectations in all areas - Ensure consistent use of colour coding 	SENCO /SaLT therapist	June 2027	<ul style="list-style-type: none"> - Visual supports in all areas of school - Students can navigate independently - Reduced anxiety about transitions 	
Improve accessibility for wheelchair users in 23/25	<ul style="list-style-type: none"> - Widen doorways in older part of building - Install ramp to outdoor learning area - Ensure all emergency exits are accessible - Provide accessible parking space 	SLT	December 2028	<ul style="list-style-type: none"> - All areas of school accessible to wheelchair users - Compliance with accessibility standards - No barriers to participation 	
Create calm, low-arousal learning environments	<ul style="list-style-type: none"> - Redecorate classrooms in neutral colours - Install blinds to control natural light - Reduce visual clutter and displays - Provide individual workstations for students who need them 	Teachers	June 2029	<ul style="list-style-type: none"> - All classrooms meet low-arousal standards - Reduced dysregulation in classrooms - Improved concentration and engagement 	

4.3 Improving Access to Information

Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
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Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
All key information is available in accessible formats	<ul style="list-style-type: none"> - Create easy-read versions of student handbook, behaviour policy, and complaints procedure - Provide visual guides to school routines - Ensure website meets accessibility standards - Offer information in alternative formats on request 	SENCO / SBM	December 2026	<ul style="list-style-type: none"> - Key documents available in easy-read format - Website accessibility statement published - Positive feedback from parents and students 	
Improve communication with parents/carers	<ul style="list-style-type: none"> - Introduce communication app (e.g. Weekly emails home) - Provide visual reports alongside written reports - Offer flexible meeting times and formats - Create parent information meeting via Teams 	Headteacher / Admin Manager	March 2027	<ul style="list-style-type: none"> - 90% of parents using communication app - Improved parent satisfaction scores - Increased parent engagement 	
Students can access information independently	<ul style="list-style-type: none"> - Create visual guides for all school procedures - Provide personal visual timetables - Use symbols and pictures consistently - Introduce student-friendly policies 	SENCO / Teachers	June 2027	<ul style="list-style-type: none"> - All students have personal visual timetables - Increased student independence - Reduced anxiety about routines 	
Improve accessibility of digital learning platforms	<ul style="list-style-type: none"> - Audit current platforms for accessibility - Provide training for staff on accessible content creation 	SENCO	September 2027	<ul style="list-style-type: none"> - All digital platforms meet accessibility standards - Staff confident in creating accessible 	£2,000 Sparx

Target	Actions	Responsible Person	Timescale	Success Criteria	Resources Required
	<ul style="list-style-type: none"> - Ensure all online resources meet accessibility standards - Provide assistive technology for accessing digital content 			<ul style="list-style-type: none"> content - Students can access online learning independently 	
Create accessible transition information	<ul style="list-style-type: none"> - Develop visual transition guides for new students - Create video tours of school - Provide social stories for key transitions - Offer pre-visits and familiarisation sessions 	SENCO / Admissions Lead	December 2027	<ul style="list-style-type: none"> - All new students receive accessible transition information - Smoother transitions - Reduced anxiety for students and families 	£1,000 resources
Ensure emergency information is accessible	<ul style="list-style-type: none"> - Create visual emergency evacuation procedures - Provide personal emergency evacuation plans (PEEPs) for students who need them - Train staff on supporting students with disabilities in emergencies - Practice emergency procedures regularly 	SBM / SENCO	March 2028	<ul style="list-style-type: none"> - All students understand emergency procedures - PEEPs in place for all students who need them - Successful emergency drills 	

5. Monitoring and Evaluation

5.1 Monitoring Arrangements

This accessibility plan will be monitored by:

- **SENCO** – termly review of progress against targets
- **Headteacher** – termly review with SENCO
- **Governing Body** – annual review and approval
- **Students and parents** – feedback through surveys and consultations

5.2 Evaluation Methods

We will evaluate the effectiveness of this plan through:

- Student progress data (academic, social, emotional)
- Incident and behaviour data
- Student voice surveys and consultations
- Parent/carer feedback
- Staff feedback and observations
- Accessibility audits
- Ofsted inspections and external reviews

5.3 Review and Update

This plan will be:

- Reviewed annually by the SENCO and Headteacher
 - Updated based on changing needs of students
 - Approved by the Governing Body
 - Published on the school website
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6. Linked Policies and Documents

This accessibility plan should be read alongside:

- SEND Policy
 - SEN Information Report
 - Equality Policy and Objectives
 - Behaviour Policy
 - Safeguarding and Child Protection Policy
 - Health and Safety Policy
 - Admissions Policy
 - Curriculum Policy
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7. Complaints

If you have any concerns about the accessibility of our school, please contact:

- **SENCO:** Mariam Joseph
- **Headteacher:** Sarah Nichols-Weaver

If you are not satisfied with our response, you can follow our complaints procedure, which is available on our website and in easy-read format on request.

You can also contact the Equality Advisory and Support Service (EASS):

- **Telephone:** 0808 800 0082
- **Website:** www.equalityadvisoryservice.com

