



**Knights Templar Community Church School  
and Nursery**

*Work at it with all your heart*

Head Teacher: Mrs Laura Weaver, BA Hons QTS

# Accessibility Plan 2025-28

<i>Date Approved by the Governing Board</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>September 2025</i>	<i>Three Yearly</i>	<i>September 2028</i>

## **Introduction**

*As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this policy, the governors have considered their responsibilities to achieve these aims and the School's foundation.*

*The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:*

- not to treat disabled pupils less favourably for a reason related to their disability',*
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage',*
- to plan to increase access to education for disabled pupils.*

*This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required:*

- increasing the extent to which disabled pupils can participate in the school's curriculum,*
- improving the environment to increase the extent to which disabled pupils can take advantage of education and associated services,*
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

*It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.*

*The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.*

*The school will provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.*

*Every member of the Knights Templar Community Church School staff and governing body has a duty to remove barriers to learning. We recognise that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.*

## **Definition of disability**

*A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.*

## **Contextual Information**

The school is predominantly built on one level with a staircase leading to the library area and a storage space close to the school office.

At present, there are no pupils, parents or members of staff that are wheelchair dependent.

The school has pupils with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

We have a small number of pupils who have a hearing impairment or a visual impairment.

## **Areas of planning responsibilities**

1. Increasing access of disabled pupils to the school curriculum (this includes teaching and learning and wider curriculum of the school such as participation in after-school clubs and school visits)
2. Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policies
- Equal Opportunities
- Health and Safety
- Special Educational Needs and Disabilities
- Supporting Positive Behaviour Policy
- School Development Plan
- School Brochure

## ACTION PLAN

### 1- Increasing access for all pupils to the school curriculum

Target	Strategies	Timeframe	Responsibility	Outcome
SEND and Medical register and information on children with additional needs to be regularly updated.	Ensure SEND register reflects current pupils being supported. Ensure Medical List and Care plans are kept up to date. Information reports to be shared with class teachers in a timely manner.	Continually updated.	SENCo  Office Manager	SEN and Medical needs information will be up to date; all staff will be aware of children in their care.
Graduated response is embedded and supports all children effectively to achieve their full potential.	SGRT training for all teachers. Half termly SEND meetings with SENCo and Class Teachers. Referral to external agencies.	Half termly	SENCo	Children are supported in the classroom and evidence of a graduated response is clear.
Effective communication with nursery to provide a high quality transition.	Pupils who may need additional support are identified early. School-Entry Planning meetings and reviews support transition.	Termly meeting with nursery SLT	Head Teacher EYFS Lead	Transition for children is smooth with adequate and appropriate resources and provision in place.
Training for staff on increasing access to the curriculum for all learners and removing barriers.	Internal and external training opportunities. Staff CPD for teachers and TAs on adapting lessons and using scaffolding. Development of a child-led approach into KS1 and Ks2 to engage learners.	On going	Subject Leads Key Stage Leads SENCo Head Teacher	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is

				broader and more effective.
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## 2. Improving access to the physical environment of the school

Target	Strategies	Timeframe	Responsibility	Outcome
Evaluate visits and residential trips in relation to each cohort.	Ensure all children are included in risk assessments for trip and appropriate support is in place for specific children. Pre visits and planning required for residential stays.	Ongoing	Head Teacher SENCo	All SEND children are able to access all trips during their time at KT.
Maintain safe access round the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways are clear.	Ongoing	Premises Manager Caretaker	Safe access is evident throughout the school.
Ensure all children feel safe and involved during play/lunch times.	House Captains to be trained as play leaders to support younger children. Staff on duty to involve children in play. Activities such as colouring/Den Building to be available.	Ongoing	MDSA Team PE Lead	Children feel safe in school as evidenced through pupil and parent surveys.
Ensure there is wheelchair access to all points in the school.	Library to be sited on the ground floor.	Spring Term 2026	English Lead Head Teacher	All children are able to access all learning areas within the school.

## 3. Improving the delivery of written information to disabled pupils

Target	Strategies	Timeframe	Responsibility	Outcome
Improve the accessibility of written information.	Provide appropriately enlarged, clear print and use matt laminates for pupils with visual impairments.	As required.	SENCo  Admin Staff	Appropriate provision of resources.

	Seek support from VST as appropriate.			
Provide information in other languages for parents, pupils or prospective pupils	Access to translators eg Google Translate, STC if appropriate.	As required.	Admin Staff  SENCo	Pupils and parents feel supported and included.
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print.  School office to support and help parents to access information and complete school forms.  All school staff aware of the need to support parents, carers and other stakeholders, who may have communication difficulties with accessing/responding to written communication.	During school admission.  Ongoing.	SENCo  School Office	All parents receive information in a format that they can access.
Improve use of visuals to increase understanding of written information.	Use of Widgit to improve picture communication support. Use Widgit to make classroom resources (e.g. word mats, visual timetables, social stories),	Ongoing	SENCo Head Teacher	Children will understand written instructions or text as it will be accompanied by appropriate visuals.