



ACCESSIBILITY PLAN

Revised September 2026

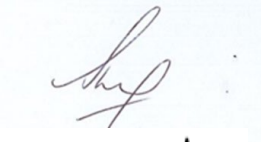
Curiosity • Resilience • Ambition • Kindness • Pride

School	King George V Primary School
Headteacher	Miss S. Penny
Plan lead	Mrs L. Brennan, Co-Deputy Head Teacher and SENDCo
Approval body	Governing Body
Current plan	Revised September 2026; kept under review
Next statutory cycle	2027–2030 plan to be prepared by 1 March 2027; plan period begins 1 April 2027

We adapt support, not ambition.

Approval date: _28/09/2026_

Signed by:

 Headteacher

 Chair of Governors

1. Purpose and statutory context

King George V Primary School is committed to removing barriers so that disabled pupils can participate, belong, learn and thrive. This plan is deliberately concise: it records the school's current accessibility strengths and the small number of improvements that KGV will prioritise, rather than duplicating the wider SEND improvement plan.

Schedule 10 of the Equality Act 2010 requires schools to prepare, implement and keep under review a written Accessibility Plan covering three areas:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so that disabled pupils can take greater advantage of education, facilities and services; and
- improving the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled.

Important

The duty to make reasonable adjustments for individual pupils is ongoing. KGV will act when an identified barrier affects a pupil; this plan does not require unnecessary building work or separate projects where current provision already provides effective access.

The Department for Education's 2026 Inclusive education estates guidance is non-statutory. KGV uses it proportionately to inform practical, needs-led improvements to the school environment.

2. Our approach at KGV

Our values of Curiosity, Resilience, Ambition, Kindness and Pride underpin our approach to inclusion and accessibility. We hold high expectations for all pupils and adapt access, teaching, communication, environments and resources where needed.

KGV inclusion principle

We adapt support, not ambition. Accessibility is considered proactively, but improvement activity is targeted at real or reasonably anticipated barriers.

3. What is already in place

Curriculum access and participation

- Inclusion First and adaptive teaching are embedded through ordinarily available classroom provision, including visual timetables, modelling, scaffolding, chunking, processing time and checks for understanding.
- Now and Next support, Widgit visuals and Aided Language Display (ALD) communication boards are used where they match identified need.
- Large-print resources are provided where required, and every class has access to laptops.
- Specialist seating, pencil grips, writing slopes and sensory-regulation resources are used according to assessed need and professional advice.
- Trips are risk assessed for accessibility; clubs, assemblies, playtimes and wider opportunities are inclusive; all Year 5 pupils attend swimming with reasonable adjustments where needed.
- Transition is graduated: universal transition opportunities, targeted booklets and individualised planning where required. Reception includes stay-and-play/home visits and Year 6 transition includes liaison with secondary schools.

Physical environment

- The school is on one level. Main corridors and internal doorways are accessible and no lift is required.
- Ramped access is available to the main office and school hall. Main teaching, dining, assembly, playground and outdoor areas are accessible.
- Accessible toilet and personal-care/changing facilities are available and currently meet identified needs.
- The Sea Breeze Room offers a calm, quiet, contained and low-arousal environment. The Nest and the Year 1/Nest outdoor area are used responsively where their sensory, physical or learning environment suits identified pupil need.
- A small number of external classroom entrances have raised thresholds/doorsteps; accessible internal routes remain available.

Accessible information and communication

- Visual and symbol-supported information is used routinely where helpful.
- Large print is available according to need.
- Communication boards, including ALD boards, support pupils who benefit from augmentative or visual communication.
- Multilingual staff support communication with families, and interpretation/translation can be arranged where needed.

4. How we identify barriers

KGV responds to accessibility barriers through normal school systems rather than creating a separate bureaucracy. Evidence may come from pupil and parent voice, classroom and site observations, Learning Plans and EHCP reviews, specialist advice, risk assessment, staff feedback or changes in a pupil's needs.

Where a barrier is identified, the school considers the most proportionate reasonable response. This may involve adapting teaching, information, equipment, routines, the environment or access arrangements. Where specialist advice is required, the SENDCo coordinates this with relevant professionals.

Current development priority

Pupil voice is a key accessibility development priority for 2026–27. KGV will strengthen the way pupils contribute to Learning Plan review and wider evaluation of what helps or creates barriers, using communication approaches appropriate to age and need.

5. Accessibility Action Plan

Only genuine improvement priorities are included below. Established inclusive practice is described in Section 3 and is monitored through normal school systems.

Strand / priority	Action	Lead	Timescale	Success / evidence
Curriculum - consistent ordinarily available provision	Continue to embed Inclusion First and adaptive teaching. Use monitoring and staff development to check that agreed universal supports are consistently available and targeted adjustments are used where identified need requires them.	SENDCo / SLT	2026–27 and ongoing	Learning walks and classroom checks show consistent inclusive practice; staff can explain how adaptations remove barriers while maintaining ambition.
Curriculum - pupil voice	Strengthen pupil voice within Learning Plan review and accessibility evaluation. Use conversation, symbols, photographs, choices, observation or communication boards where appropriate, and record changes made in response.	SENDCo / class teachers	From Autumn 2026	Pupil views are routinely evident in review evidence and inform provision or environmental adjustments.
Curriculum - fine-motor and recording access	Review pupils for whom handwriting or fine-motor difficulty is a barrier. Ensure appropriate tools are available and trial alternatives such as typing, reduced copying or other recording methods where assessment indicates benefit.	SENDCo / class teachers	2026–27	Identified pupils have suitable equipment or recording options and demonstrate improved access/independence.
Physical environment - needs-led access review	Review physical access in response to current and anticipated pupil need, including external classroom thresholds, routes, accessible toileting/changing and relevant specialist spaces. Where a barrier is material, plan a proportionate reasonable solution or accessible alternative route. Consider accessibility when future premises work is planned.	Headteacher / Site lead / SENDCo	Ongoing; review annually	Known barriers are recorded and acted on proportionately. Pupils can access required areas safely and with appropriate independence; premises work does not create avoidable barriers.
Information - format matched to need	Where disability affects access to information, adapt or provide information in an appropriate format. This may include large print, visual/symbol-supported information, simplified layout, verbal explanation, communication boards or specialist advice for formats not ordinarily available.	SENDCo / class teachers / Office	As needed; ongoing	Pupils receive key information in a form they can access and understand within a reasonable time.
Information - consistent visual/communication support	Maintain visual timetables as ordinarily available provision and use Widgit, Now and Next and ALD boards where appropriate. Review key school locations and activities to ensure visual/communication support is available where it improves independence or participation.	SENDCo / SLT / class teams	2026–27	Visual and communication supports are used consistently where identified need or context indicates benefit.

6. Monitoring and review

The Governing Body is responsible for ensuring that the school meets its accessibility planning duties. The Headteacher and SENDCo oversee implementation, with actions led by the most appropriate staff according to role.

Progress will be reviewed at least annually and sooner where a new pupil need, professional recommendation, complaint, incident, site change or new guidance identifies a barrier. KGV will not wait for the end of a plan period before making a necessary reasonable adjustment.

A brief annual review will consider: what barriers have been removed or reduced; what pupils and families say helps or gets in the way; whether any new barrier has emerged; and whether any action, resource or premises priority should be changed. Where possible, the outcome will be evidenced through existing governor minutes or SEND/equality reporting rather than a separate reporting process.

Proportionate monitoring

The plan is intended to support improvement, not create additional bureaucracy. Evidence should be drawn from existing school information wherever possible, including pupil voice, learning walks, SEND reviews, risk assessments, site checks and governor discussion.

7. Publication and feedback

The Accessibility Plan will be published on the school website alongside the school's SEND information. A paper copy will be provided free of charge on request. Feedback from pupils, parents/carers, staff and professionals will inform review. Accessibility concerns may be raised with the class teacher, SENDCo or Headteacher and, where unresolved, through the school's Complaints Policy.

8. Linked KGV documents

- SEND Policy 2026–27
- SEN Information Report 2026–27
- Inclusion First at King George V
- Inclusive Classroom Environment Expectations 2026–27
- Relational Policy 2026–27
- Supporting Pupils with Medical Conditions Policy
- Administering Medicines Policy
- Health and Safety Policy and risk assessment procedures
- Equality information and objectives
- Complaints Policy
- Personal Emergency Evacuation Plans (PEEPs), where relevant

9. Key references

- Equality Act 2010, Schedule 10 - Accessibility for disabled pupils
- Special educational needs and disability code of practice: 0 to 25 years
- Department for Education: What maintained schools must or should publish online
- Department for Education: Inclusive education estates (2026) - non-statutory guidance
- The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

Approved by	Governing Body
Approval date	_____
Current review	Revised September 2026
Next statutory plan	2027–2030 plan to be prepared by 1 March 2027; plan period begins 1 April 2027