



Accessibility Plan

Kenilworth Primary School

2025-26

Approval date: September 2025

Review: September 2026

Signed: Chair of Governors & Headteacher

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Aims

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

The Kenilworth Accessibility Plan will:

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

This plan aims to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required under the Equality Act 2010 to have an accessibility plan.

Under Part 4 of the Disability Discrimination Act (DDA) 1995, the governing body is required to plan to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school 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

Definition of Disability

The Equality Act 2010 defines disability as follows:

'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 perform normal day-to-day activities.'

Kenilworth Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school will:

- Recognise its duty under the Equality Act 2010
- Ensure this is consistent with the school's aims and equal opportunities policy and the operation of the school's SEND policy
- Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not treat disabled pupils less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish the Accessibility Plan
- Respect the parent's and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, endorsing the key principles in the National Curriculum framework, which underpins the development of a more inclusive curriculum
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

Related Policies

The Kenilworth Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School development plan
- Equalities policy
- Health and Safety policy
- Administering medicine policy
- Safeguarding and Child Protection policy

Current Range of Disabilities Within the School

The school has children with a range of disabilities including moderate and specific learning disabilities and physical disabilities.

The school building and the playground are accessible for wheelchair users. The majority of the doors within the school are wide enough to accommodate a wheelchair. There is specially adapted ramped wheelchair access to and from the staff room. The school is a single-storey building and there is one disabled toilet.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have a list of children who have asthma and a number of children with food intolerances and allergies, and all staff are aware of these children. Inhalers and medication are kept in a locked cabinet in the classrooms and a record of use is noted. Some children have cultural food choices.

All medical information is collated and available to staff, in the classroom medical areas and centrally on Arbor.

Key staff are first aid trained and EYFS staff hold paediatric certificates. A list of trained staff is available in the medical policy. A number of staff have completed epi-pen training.

All medication is kept in a central safe and secure place which has easy access for first aiders and staff members. Administration of medicines consent forms are completed by parents outlining the illness and amount and time of medication. All medication that is given is recorded and witnessed.

When a pupil's disability might prevent access to the curriculum, we seek to modify our approach to the curriculum or to alter our physical arrangements.

Roles and Responsibilities

Senior Member of staff responsible:

Mrs Katherine Sampson (Headteacher)

Designated member of staff:

Mrs Kayleigh Chidley (Deputy Headteacher)

Governor/s Responsible:

Irmine Mason, Ash Patil & Sasha Capocci

Management, Coordination and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the success criteria identified. The review forms part of our school development plan, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

Publication:

The school makes the accessibility plan available in the following ways:

- On request from the school office
- In a variety of formats
- On the school website

Kenilworth Primary School Accessibility Plan 2025-26

1. Improving Access to and Participation Within the Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Our aim at Kenilworth is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and medical information on children with additional needs to be regularly updated and accessible to all staff.	SENCo	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Arbor with relevant developments. Ensure medical register on Arbor and individual healthcare plans are up-to-date on Medical Tracker. Make SEND and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies (e.g., paediatricians) to ensure we receive up-to-date reports.	SEND register and paperwork for individuals. Individual Healthcare plans	To be continually updated but checked termly.	SEND and medical needs information is up-to-date and accurate. Teachers and TAs are aware of the needs of children in their class and can access information easily.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SENDCo Deputy Head	Audit staff strengths and gaps in knowledge. Internal and external training from outside agencies - Autism support team, Speech and Language, Educational Psychologist and Occupational Therapist etc. Staff training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENDCo	Staff meeting time. Support staff training sessions. SENDCo/ Teachers time. External agency training.	On-going. All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective. All staff demonstrate understanding of how to remove barriers to learning.

		to provide 1:1 sessions with teachers who need bespoke guidance for pupils. New staff to have SEND included in their induction to understand the needs of their class during their first term.		needs change.	
Use appropriate assessment tools and activities for children working pre-key stage.	Teachers SENDCo	Ensure staff are familiar with appropriate assessment frameworks for children working below age-related expectations. CAPPs assessments. IAELD assessments where appropriate. Use other professionals' suggestions for adaptations of the curriculum. SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	SENDCo/Teachers time. External agency support. Appropriate assessment tools.	Annual training. Introduced to new staff during induction	Children working pre-key stage have consistent approaches for assessment and planning. Children working pre-key stage access every subject in a tailored way. Progress is accurately tracked and recorded.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENDCo Office administrator Teachers	Liaise with parents. Liaise with external agencies. Make relevant referrals to external agencies. Identify training needs (e.g., epilepsy, diabetes, epi-pen training). Ensure all staff are aware of children with medical needs. Maintain up-to-date care plans.	Staff training. Individual Healthcare Plans. Medical information on Arbor	On-going.	All advice from medical professionals is acted upon. All pupils' needs are met and they are able to access the curriculum safely. Staff feel confident in supporting children with medical needs.
Appropriate specialised equipment is used to benefit individual pupils.	Teachers SENDCo	iPads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment e.g., PECS,	Audit of equipment and needs. Staff training. Cost of resources.	One year and on-going.	SEND children have appropriate equipment and resources which support their learning and remove barriers to learning. Equipment is used

		visual timetables, wobble cushions etc. Use Widgit subscription to make resources. Ensure sensory resources are fit for purpose.			effectively and reviewed regularly.
Interventions are used appropriately to help children make progress in targeted areas and skills.	Teachers SENDCo	Track intervention success and impact. Strategically staff interventions to allow for optimum outcomes for pupils with SEND. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Tracking systems – Edukey and Arbor. Training on new interventions through external professionals where appropriate. Resources required to deliver interventions.	On-going. Reviewed termly.	Children meet the intended outcome of the intervention. Children attending interventions can demonstrate their improved skills in classwork and assessments. Interventions promote accelerated progress.
Effective communication and engagement with parents of children with SEND.	SENDCo Headteacher Teachers	Introductory meet the teacher meetings in the autumn term with teachers and SENDCo. Termly review meetings with parents of children with individual healthcare plans and EHCPs. Regular communication about progress and any concerns.	Up-to-date individual healthcare plans and EHCPs. Rooms for meetings.	On-going. Termly meetings.	Increased engagement of parents. Parents feel informed and involved in their child's education. Strong home-school partnerships are developed.
Effective communications with nurseries and schools to provide a quality transition for children with SEND	EYFS Phase Leader SENDCo Teachers	Identify pupils who may need additional or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCos. SENDCo to maintain positive relationship with Hertfordshire SEN team to ensure collaboration when transitioning a child with an EHCP. Transition meetings with previous settings.	Teacher/SENDCo time.	On-going.	Transition for children from nurseries and other schools is smooth with adequate and appropriate resources and provision in place from day one.
All children continue to be visible in the	Class teachers SENDCo	Resources will reflect the needs and diversity of the pupils. Teachers will make a conscious effort to show a variety of	Books. Teacher-made resources for lessons e.g.,	On-going. Reviewed annually.	Children are able to identify with characters in stories,

curriculum and resources.		people with SEND, disabilities and medical needs in their classroom practice. Use diverse books and teaching materials.	teaching slides. Visitors.		historical figures and illustrations. They feel seen and represented in the curriculum and resources.
To ensure that all children are able to access all out-of-school activities e.g., clubs, trips, residential visits, etc.	SENDCo Class teachers	Review of out-of-school provision to ensure compliance with legislation. All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Risk assessments completed for all children with SEND. Reasonable adjustments made. Additional staffing arranged where necessary.	Risk assessments. Additional staffing.	On-going. Monitored by SLT and class teachers termly.	All children, including those with SEND, can access all trips and out-of-school activities. Arrangements are in place for children with SEND. No child has missed a trip because of SEND.
To meet the needs of individuals during statutory end of KS2 tests.	Y6 Teacher SENDCo	Children will be assessed in accordance with regular classroom practice. Additional time, use of equipment, rest breaks, readers, scribes etc. will be applied for as needed in line with access arrangements guidance.	Access arrangements applications. Appropriate equipment.	Annually. Applications made in autumn term.	Barriers to learning are reduced or removed, enabling children to achieve their full potential. Access arrangements are tailored to the needs of individuals.

2. Improving Access to the Physical Environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Lead	Strategy/Action	Resources	Timescale	Success Criteria
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Site manager Office Manager Headteacher	Audit of accessibility of school building and grounds by Site Manager and Governors. Suggest actions and implement as budget allows. Address any identified barriers. Ensure doorbell positioning is accessible.	Premises budget. Accessibility audit.	On-going. Annual review.	Modifications are made to the school building to improve access where needed. The school environment is accessible for all.

Maintain safe access around the interior and exterior of the school.	Site manager Office Manager Headteacher	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Regular premises walks to identify hazards. Communication with parents through letters/newsletters/website about safety measures. Safety improved with parking barriers and temporary road restrictions where appropriate.	Premises meetings. Premises walk schedule.	On-going.	There is safe access throughout the school. No accidents or near misses. All areas are kept clear and accessible.
Evaluate day and residential trips in light of current cohort to ensure accessibility.	Headteacher EVC Teachers	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are attending. Liaise with venues about accessibility.	Risk assessments. Time for pre-visit if required.	On-going.	All SEND children are able to access all trips during their time at Kenilworth. Reasonable adjustments are made.
Ensure all children feel safe and involved at playtimes.	SENDCo Class teachers	Encourage children to join in games and activities. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team. Buddy system for new children or those who need support. Structured activities available.	Training for lunchtime staff. Regular meetings. Buddy system.	On-going.	Children feel safe in school. All children are included in playground activities. Evidence in pupil voice and surveys.
Ensure access for all SEND children at after school clubs and extended day provision, with reasonable adjustments made to enable participation.	TopKidz Headteacher SENDCo	Audit SEND children's use of clubs and extended services. Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed. Staff running clubs are aware of children's needs.	Registers of clubs and extended day. Risk assessments.	On-going. Reviewed termly.	Children with additional needs are accessing clubs of their choice with the correct planning and support. Participation rates are monitored.

3. Improving Access to Information

To improve the delivery of information for disabled pupils and parents.

Target	Lead	Strategy/Action	Resources	Timescale	Success Criteria
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Review documentation on website and in school communications to check accessibility for parents.	Deputy Head SENDCo	Ensure documents are accessible to everyone using clear, commonly understood vocabulary. Office to be aware of parents who may need support in accessing materials and assist with this. Use accessible formats. Ensure font sizes and colours meet accessibility standards.	Deputy Head time.	On-going. Reviewed annually.	All parents are able to access information about what is happening at school via the website and other communications. Documents meet accessibility standards.
Ensure written materials are available in alternative formats.	Office Manager	Ensure office staff are able to use translation tools to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms. Provide information in large print, audio format or other formats as required.	Translation tools. Office time. Alternative format services.	Ongoing	Parents are able to access all information in a format that meets their needs. Parents can complete forms independently or with appropriate assistance.
Improve use of visuals to increase understanding of written information for pupils.	Teachers SENDCo Deputy Head	Continue to use Widgit or similar tools to improve picture communication support. Use visual supports to make classroom resources (e.g., word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use visual support tools. SENDCo to ensure there is a bank of ready-made resources for teachers and TAs to access.	Widgit subscription or similar. Training. Time for meetings.	Ongoing	Children understand written instructions and text as it is accompanied with appropriate visuals. Visual supports are used consistently across the school.
Have interpretation and translation services available for parents who cannot access spoken communication (e.g., BSL) and/or English.	SENDCo Headteacher Deputy Head Office Staff	Use online translation tools in meetings e.g., Google Translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings via online platforms or organise via Southwark Council. Identify parents who may need this support.	Translation apps. Translator services budget if required.	Ongoing	Parents and children are able to access meetings and have what's needed to express their views accurately and understand others clearly. No parent is

					excluded due to language barriers.
To ensure that parents who are unable to attend school because of a disability can access parent consultations and other meetings.	Teachers SENDCo	Staff to hold parents' evenings by phone/video call or send home written information as an alternative. Offer flexible appointment times. Ensure school is accessible for parents with physical disabilities.	Phone/video call facilities – School Cloud.	Termly and on-going.	Parents are informed of children's progress regardless of their ability to attend in person. All parents can engage with the school.