



Accessibility Plan

Kenilworth Primary School

2025-2026

Approval date: September 2025

Review: September 2026

Signed: Chair of Governors & Headteacher

Kenilworth Primary School

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Definition of disability

The Equalities 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.'

The purpose of this plan is to show how Kenilworth Primary School will reduce and eliminate barriers to access the curriculum and enable full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will include how the school will:

- Improve the physical environment.
- Make improvements in the provision of information.
- Increase access to the curriculum.

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 Equalities 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 pupil 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 2000 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 individual and groups of pupils.

Disability

Duties under Part 5a of the Disability Discrimination Act (DDA) 1995 require the governing body to:

Promote equality of opportunity for disabled people, pupils, staff, parents, carers and other people within the school.

Prepare and publish an equality policy to show how they will meet these duties.

The policy and the accompanying action plans sets out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan an increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school community.
- Improving the environment of the school to increase the extent in which disabled pupils who are not disabled.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plan to increase access to education for all pupils.

Kenilworth Primary School Ethos:

Kenilworth Primary School aims to provide opportunities for children to enjoy a happy and successful start to their education.

A clear goal is to raise achievement for each child. Kenilworth achieves a great deal of success by forming a successful partnership with children, governors and staff. Strong partnerships are formed with parents and there are clear agreements made with expectations of school and home. These are made in the beginning.

Kenilworth positively promotes the values, virtues and ethics that underpin the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs as outlined by the Government 2014.

Everybody shares a strong interest in education and a strong commitment for Kenilworth Primary School.

Aims:

Kenilworth Primary School aims to:

- Provide children with role model leadership.
- Provide professional non biased teaching methods to encourage the best response from children.
- Develop from within the child and their full potential.
- Have high expectations of pupil's ability to achieve their full potential regardless of their gender, race, religion, background or disability.
- Develop self-esteem respect for others and their views, moral value and religious beliefs and value tolerance and diversity and incorporate British values.
- Priorities the welfare of young people and are committed to child protection and safeguarding procedures.

Kenilworth believe that all children:

- Learn best in a caring, stimulating and exciting environment.
- Need to feel safe and secure.
- Need to experience trust.
- Need to experience success and be valued.
- Need to learn social, academic and moral skills to enable them to live in a constantly changing society.

Throughout the school Kenilworth strive to:

- Provide high standards of academic and personal development.
- Improve the quality of services for families.
- Achieve these aims in partnership with the local community.

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 endure that all staff receive regular training and support in meetings the requirement of the School Accessibility Plan.

Publication

The school makes the accessibility plan available in the following ways

- On request from the school office.

- The full plan is available in a variety of formats.
- On the school website.

Senior member of staff responsible	Mrs Katherine Sampson (Interim Head teacher)
Designated member of staff	Mrs Kayleigh Chidley (Interim Deputy Head)
Governor Responsible	Rod Woodhouse (Chair of Governors)

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 single-storey building and there is one disabled toilet.

When children enter school with specific disabilities, the school contact 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 on the medical needs 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 filled in 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.

Targets	Strategies	Outcome	Timeframe	Progress	Achieved
EQUALITY AND INCLUSION					
To ensure staff all staff show awareness of potential barriers for learning.	Review staff training needs. Provide training as appropriate	Whole school community aware of issues	On-going	Staff training taken place	Will remain on going
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	Links to this plan in all relevant policies	All refer to this plan and staff made aware
PHYSICAL ENVIRONMENT					
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults	Audit of accessibility of school building and ground by Governors. Suggest actions and implement as budget allows.	Modification will be made to the school building to improve access	On-going	Changes to position of doorbell to be done.	On-going
CURRICULUM					
To continue to train staff to enable them to meet the needs of children with a range of SEND needs	SENCo to review the needs of children and provide training for staff as needed, liaising with other adults All children on the inclusion register are regularly reviewed within the APDR cycle. A strong home school partnership is developed. Inclusive access to the curriculum is provided for all children with SEND (this links to the School Development Plan).	Staff are able to enable all children to access the curriculum	On-going	This takes place each year e.g. training for teachers of child with Hearing Impairment. Use of Zones of Regulation.	Ongoing as needed

				Epilepsy and Diabetes Training.	
Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability	Consider the way in which information is presented to pupils and the way in which they can communicate their ideas	Children are able to use alternative communication systems e.g. widget	On-going	Use of resources constantly reviewed – e/g ear defenders, writing slopes, ergonomic pens etc. Audit completed termly by the senco.	Ongoing
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits etc.	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	On-going	Arrangements take place for children with SEND. No child has missed a trip because of SEND.	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills	Reviewed termly by SENCO	Reviews have taken place. Child in a wheel chair accessing basketball and	

To meet the needs of individual during statutory end of KS2 tests				other sports at his level	
	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	Access arrangements tailored to the needs of individuals in the class.	
WRITTEN/OTHER INFORMATION					
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	Vital information for those who needed it communicated verbally rather than the expectation that they will access emails. Parents register of volunteers to translate.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone/teams or send home written information	Parents are informed of children's progress	Termly	This will be done at alternative time via phone call.	

