



Kenilworth

Accessibility Plan

2019-2022

Approval date	March 2019 Updated September 2020
Date for review	September 2022
Signed by Chair of Governors	
Signed by Headteacher	

"To support children to succeed academically and be happy, confident, resilient individuals, who are able to embrace the challenges of modern life"

Kenilworth Primary School
Accessibility Plan 2016-2019

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

In performing their duties, governors and staff will have regard to the code of Practice. The school will:

- Recognise and value parents’ knowledge of their child’s disability and its effects on his/her ability to carry out activities
- Respect the parent’s and child’s right to confidentiality

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- Provide all pupils with a broad and balance 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

Current range of Disabilities within the school

The school has children with a range of disabilities including moderate and specific learning disabilities. This includes Autistic spectrum disorder, perthes syndrome, cerebral palsy, hearing and visual impairment. At present we have one wheel chair dependent pupils and one wheelchair dependent regular advisor.

The majority of the school building and playground is accessible for wheelchair users and in one room the external access door is wide enough but there is a small step outside of the room onto the patio, although there is a separate access point. The school is single storey 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 all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

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

The majority of staff are first aid trained and EYFS staff hold paediatric certificates. A list of trained staff is available on the medical needs policy and in the first aid room.

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.

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.

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Targets	Strategies	Outcome	Timeframe	Progress	Achieved
EQUALITY AND INCLUSION					
To improve staff awareness of disability issues	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 (Appendix A)	Modification will be made to the school building to improve access	On-going	Changes to position of doorbell to be done.	
CURRICULUM					
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of children and provide training for staff as needed, liaising with other adults	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. Training on specific learning needs. Steps, Epilepsy and	Ongoing as needed

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				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.	
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 other sports at his level	
To meet the needs of individual during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of	Barriers to learning will be reduced or removed, enabling children to achieve their full	Annually	Access arrangements tailored to the needs of	

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	equipment etc. will be applied for as needed	potential		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 or send home written information	Parents are informed of children's progress	Termly	This will be done at alternative time via phone call.	

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Governor Accessibility Check – September 2019

Area	Points Noted	Actions	Timeframe	Progress	Achieved
Driveway/Car Park	Disabled Bay needs repainting	Disabled Parking clearly signposted	Sept 2019	Added to Asset management Plan Sept 2020	
Entrance	Hatch quite high for wheelchair users – bell could be hard to reach	Consider moving bell lower	Review Sept 2019	Will be completed Oct 2020	
HT office/Dining Room/Hallway					
Toilets/KS2 Corridor	Toilet full of items, including after school club trolley. No space for nappy change except on the floor.	After school club needs to move items out of toilet. Changing table needed for toddler group/nappy changes	Dec 2019		Achieved September 2020
Year 3,4,5,6 classrooms					
Staffroom/DHT office/Patio area	DHT office only one point of access. Outside exit from staff room goes to one small step	Patio paving to be extended to link to ramp	Dec 2020	Added to Asset management Plan Sept 2020	
KS1 classrooms					
EY classrooms					
Pathways around school	Some crooked paving slabs	Currently safe – regular	Review Sept	No change	

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		monitoring to maintain safety	2019	but still being monitored	
KS1 playground					
KS2 playground					

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