

West Kidlington Primary & Nursery School



West Kidlington
Primary & Nursery School
Be kind, give your best!

Accessibility Plan

Reviewed: September 2026

Next Review: September 2027

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I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The plan will be available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and works as part of The White Horse Federation multi academy trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

School Headteacher, SENCO and Estates manager are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

1. West Kidlington Primary School & Nursery Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA) and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term plan ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the School's Equality Objectives.

3. West Kidlington Primary School & Nursery plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied peers. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability Ensure all staff, families and governors have access to specific training on disability/equality issues	<i>Medium term</i>	Staff audit to identify training needs and inform Professional Development	Headteacher/SENCO	September 2026	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
Ensure all staff are aware of disabled pupils curriculum access (medical needs)	<i>Short term</i>	Shared Drive will have information on individual children's health/medical needs. Where appropriate this will be shared with all staff including lunchtime supervisors. Additional support will be given to lunchtime staff via a meeting so that photos of children can also be shared	Headteacher/SENCO	September 2026	All staff are aware of individual care plans for pupils with specific allergies, medical needs Two children now have individual risk assessments based on nut allergies. Both children included in creation of this risk assessment. Sept 2026. Inline with new WHF and Dfe guidance.

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure all staff are aware of, and able to use, SEN software and resources	<i>Short term</i>	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources SENCo to speak to the WHF IT team, other SENCo's & Oxon IT for advice	Headteacher/SENCO/IT team	January 2027	Wider use of SEN resources in mainstream classes
Ensure access to computer technology appropriate for pupils with disabilities	<i>Short term</i>	ICT plan includes prioritised list for computer technology as required for pupils with disabilities Check children with epilepsy and visual disturbances are not on the computer for longer than 30 minutes at a time.	Headteacher/SENCO/IT team	As required unless needs of pupils in school require immediate action Review EHC children who have been given plan since September – will IT enhance their provision?	Access to appropriate computer technology will be improved for all disabled pupils
Reflect identified areas of need in lesson planning and delivery On-going programme of staff training in disability	<i>Short term</i>	Incorporate Quality First teaching into all planning Rapid response Interventions for children who need additional support to enable them to	Headteacher/SENCO	On-going	Improved access to curriculum for all pupils

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
awareness to reflect diverse needs of students within the school & anticipatory duties. Purchase of resources to increase student participation		access curriculum during quality first teaching time. Provided by class TAs. SLT to conduct learning walks where they look at the teaching and resources through the eyes of a specific child			
Ensure all policies consider the implications of Disability access	<i>Medium term</i>	Consider all policies in view of priorities	Headteacher/Governors/Estates	On-going	Access to all aspects of school life for all students
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	<i>Short term</i>	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions	School Office All teaching staff	On-going	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders can receive information
Review PE curriculum to ensure PE accessible to all	<i>Short term</i>	Gather information on accessible PE and disabled sports. Training to be given by the	PE coordinator/ Headteacher	As required by individual pupils – swimming, residential trips	All to have access to PE and able to excel

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		SENSS team Invite disabled sports people to come into school			
Ensure all children on SEN register have a provision map in place	<i>Short term</i>	Provision map is up to date and forms a key part of the planning and assessing process for all staff Targets set and interventions used to enable children to 'keep up' with their peers Progress meetings highlight children of concern	SENCO	Review every term	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
Recruitment policy is up to date and followed	<i>Short term</i>	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	HR	On-going	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
Eliminate all discrimination and harassment of disabled pupils/stakeholders	<i>Short term</i>	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed.	Headteacher/SENCO	Allocated time system in place monitoring time Reviewed termly	Incidents of discrimination and harassment are zero

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		New staff to be aware of plan through induction Any incidents recorded and dealt with by a member of the SLT immediately.			
Increase confidence of all staff in differentiating the curriculum	<i>Short term</i>	Be aware of staff training needs on curriculum access Assign CPD for all learning difficulties, differentiation and recording methods Referrals to outside agencies to support as necessary. Use of IT equipment to support visually impaired children with accessing resources for the curriculum.	SENCO	On-going and as required	Raised staff confidence in strategies for differentiation and increased pupil participation
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	<i>Medium term</i>	Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provide training for staff Advice from OCC consultants regarding SEND support	SENCO Headteacher	On-going	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCN pupils	<i>Medium term</i>	Provide training in relation to SLCN needs, for all staff Teachers / TAs involved in meetings with outside agencies to draw up programmes of work to support children's Speech & Language.	Speech therapist/sensory team SENCO	As required	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Ensure all policies consider the implication of Disability access	<i>Medium term</i>	Consider all policies in view of priorities	Governors	On-going	Access to all aspects of school life for all pupils
Monitor how well pupils with disabilities are achieving academically and socially	<i>Short, medium and long term</i>	Identify which pupils with disabilities are SEN and those who are not. Track the progress and attainment of children with disabilities with or without SEN.	SENCO	On-going	Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process.
All staff able to deal with emergencies	<i>Short term</i>	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific	All staff	On-going	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments

Objectives	Timescale of objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		medical equipment			
Ensure that children who are Young Carers get the support needed to access school and the curriculum.	<i>Short term</i>	Make sure staff are aware of registered Young Carers and through training and the use of the school policy, provide the support as necessary. Provide children with a support group in school and link teacher to discuss their worries.	SENCO YC lead	On-going	Young Carers able to access school and the curriculum. Provisions in place to support these children are successful and well used.
Promote positive attitudes towards pupils and all others with disabilities	Long term	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups	All staff	On going	Pupils are demonstrating that they understand and have a positive attitude towards disability.
Improve and maintain access to the physical environment	<i>Short term</i> All staff make classrooms accessible <i>Medium term</i> All staff make classrooms accessible, <i>Long term</i> Make entry to all areas	Develop system to allow entry for wheel chair users Circulate a “Reasonable Adjustments” classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness Improve access to all areas	Estates teams/Headteacher	Estates teams/Headteacher	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety Disabled pupils and visitors are able to access all areas of the school

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	more accessible for wheel chair users and others, think beyond the ramp.	during any re-design			
Improve signage and external access for visually impaired	<i>Short term</i>	Replace external light bulbs immediately when blown Medium term Review and paint yellow stripes on edges of all external steps	Estates manager Estates team	As necessary As necessary	Safety for the visually impaired is improved within the school environment Access around the school site is improved
Ensure that all disabled pupils can be safely evacuated	<i>Short term</i>	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary	Headteacher/SENCO	As and when necessary	All disabled children and staff working with them are safe and confident in the event of a fire
Ensure all fire escape routes are suitable for all and free from obstruction at all times	<i>Short term</i>	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	Estates Manager/Headteacher/staff	As necessary	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times. All PEEPS were updated in September 2026
Ensure that access to school	<i>Medium term</i>	Keep under review the need for disabled parking	Estates Manager	As necessary	Accessible parking bay for disabled staff &

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buildings and site can meet diverse pupils needs		Disabled bay signage/markings			visitors
Improve the access to school buildings are deemed as excellent	<i>Medium term</i>	Accessibility & clarity of signs around school Awareness of independent access Clear identification of room functions.	Estates manager/ Headteacher Headteacher/staff	On-going	Access to school buildings and site improved
Redecorating or alterations within the school is sympathetic to the visually impaired	<i>Medium term</i>	Advice taken re-lighting and colour schemes before any further decorating takes place.	Estates Manager	As necessary	The school decorates in a way that is sympathetic to the Visually impaired.
Provision/upgrades of disabled toilets	<i>Long term</i>	Disabled toilets accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	Headteacher/Estates manager	As necessary	Pupils and adults have access to a disabled toilet with adequate fixtures/fittings
Any future plans for further development of the building take DDA issues in to account.	<i>Long term</i>	Work with surveyors when planning modernisations.	As necessary	Headteacher/Estates manager OCC accessibility team	Where it can be reasonably achieved, the school building continues to be accessible for all. Hedgehog class will move classrooms in October 2026. This will overhaul their access arrangements – improve provision for all children. Outside space will be

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					provided and toilet/shower within their classroom environment.
Improve the delivery of information to pupils with a disability	<i>Short term</i>	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms Review information to parents/carers to ensure it is accessible Ensure website and all document accessible via the school website can be accessed by visually impaired	School Office School Office School Office/website design team	During induction On-going Current	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	<i>Short term</i>	Provide suitable enlarged, clear print for pupils with visual impairment	Office/staff	As required	Excellent communication
Ensure all staff are aware of guidance on accessible formats	<i>Medium term</i>	Guidance to staff on dyslexia and accessible information Ensure black print on white background is minimal, including when looking at a screen. Text projected on to boards should be on pastel colours background using non-black colour font.	SENCO	On-going	Staff produce their own information

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Annual review information to be as accessible as possible	<i>Medium term</i>	Develop learning targets to support children that are accessible to both children and their parents. Use of provision mapping to highlight strengths and interventions.	SENCO	On-going	Staff more aware of pupils preferred method of communication
Languages other than English to be visible in school	<i>Short term</i>	Some welcome signs to be multi-lingual. Multi-lingual staff identified to support families.	Confidence of parents/Carers to access the child's education	EAL co-ordinator SENCO	
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	<i>Medium term</i>	Access to translators, signs language interpreters to be considered and offered if possible. Including BSL interpreters for any meetings between staff and parents.	SENCO	As required	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard for of printed information	<i>Medium term</i>	Ensure website is fully compliant with requirement for access by persons with visual impairment. Ensure Prospectus is available via the school website.	Web site designer, School Office	As required	All can access information about the school

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010.

It will be approved by the Headteacher and Local Board of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum
- Equal Opportunities Policy and objectives
- Staff Development
- Health & Safety (including off-site safety)
- Disability Equality Scheme
- Inclusion
- Special Educational Needs
- Behaviour
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning Policy

Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story building	None – Good access to all areas	SM/Headteacher	Single storey building – no second floor concerns
Corridor access	Wide corridors available	None – Corridors are sufficient	SM/Headteacher	Removal of storage cupboard – near the entrance to the school hall. This has improved wheelchair access. It has also improved pinch point of children accessing the school hall. Workbench has been moved into the KSI building. This has to be moved by (18.2.22). Possibly move to outdoor area in Reception or Nursery. Long standing issue in the new block. EM has insisted that this needs to be in one of the intervention rooms (20.3.22).
Lifts	No lifts in school	N/A	N/A	N/A
Parking bays	Disabled parking bay painted	Maintain access to the disabled parking bay	SM/Headteacher	Fully re-painted and clear Monitor how visible they are – Oct 2026
Entrances	Doors to playground unclip to allow access to wheelchairs.	Ensure doors are in good working order	SM	Hedgehogs will move to a new full accessible and safer classroom in October 2026.
Toilets	One accessible toilet which is suitable for wheelchair users	Maintain good access	SM/Headteacher	

Hand rail outside of Squirrels – low level	High needs children and access to playground needs to be improved	Several children are not always steady or safe when walking on steps in this part of the school.	SM/Headteacher	OCC support
Reception area	Double doors to allow ease of access	Maintain good access	SM	School continue to risk assess the entrance to the school. Deliveries and orders that arrive are quickly organised to prevent any blockages.
Emergency escape routes	Fire exits	Fire exits are used during fire alarm practices termly	SM/Headteacher	Reviewed termly – in date and checked