



Kenmore Park Infant & Nursery School

ACCESSIBILITY PLAN



Introduction.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the Equality Act 2010 which covers the education of disabled pupils, mandating reasonable adjustments and preventing discrimination. SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation for pupils, and prospective pupils, with a disability.

(Article 23: you have right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life).

This Accessibility Plan has been prepared in accordance with Paragraph 3, Schedule 10 to the Equality Act 2010 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The plan prepared by the Governing Body under paragraph 3 of Schedule 10 of the Equality Act 2010 is intended to: -

- Increase the extent to which disabled pupils can participate in the schools' curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the School.
- Improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.
- Comply with regulation 51 of Schedule 1 of the SEN and Disability regulations 2014 where appropriate.
- Comply with Section 6 of the SEN and Disability Code of Practice 0-25 years.

Principles

Compliance with the DDA is consistent with Kenmore Park Infant & Nursery Schools aims and equal opportunities policy. Kenmore Park Infant & Nursery School recognises its duty under the DDA

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favorably



- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the Revised DRC Code of Practice (2007).

Kenmore Park Infant & Nursery recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Kenmore Park Infant & Nursery provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the New National Curriculum 2016 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

(Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can).

Activity

a) Education & related activities

Kenmore Park Infants will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Kenmore Park Infant & Nursery will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We have installed a disabled toilet which is accessible from the corridors and from the playground. We are routinely reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings to ensure inclusion and accessibility for the needs of learners enrolled in the school.

Provision of information

Kenmore Park Infant & Nursery will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Person Responsible: R. K. Mahil-Pooni

Ratified by the Governing Body: 15 October 2025

Initial date of Policy: September 2017

Last review: September 2025



Most recent update of the plan to be reviewed every three years (next full update of plan September 2026).

Kenmore Park Infant & Nursery School Accessibility Plan 2023 – 2026.

Review and updated Accessibility Plan September 2025

Objectives	Strategy	Outcome	Timescale	Goal Achieved
Improving access to the curriculum				
<p>Review and improve the range of skills and experience available within the school in light of tighter school budgets so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties .</p>	<p>Audit staff current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experiences.</p>	<p>Staff who are secure in identifying possible learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN & D & SEN to access more of the curriculum.</p>	<p>Ongoing subject to funding.</p>	<p>Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities.</p>
	<p>2025/26 Engage in the PINs project engaging in an audit of the school resources and environment (Sept 2025)</p> <p>Review the interventions on offer and identify and support staff to deliver as part of Quality First Teaching.</p> <p>Development of an ambitious curriculum which indicates the non-negotiables that all pupils who have capacity are required to know, do and remember.</p>	<p>Action plan identified for areas to strengthen practice to support inclusion and facilitate any identified CPD needs.</p> <p>The Neurodiversity check list used to identify potential learning difficulties.</p>		
	<p>Wellcom programme delivered to pupils in early years assessed</p>	<p>EYFPP funding applied for school to fund and train staff to deliver the intervention</p>	<p>Termly</p>	<p><i>The environment in adapted to support inclusion and support SEN pupils to make progress closing the gap between them and their non-SEN peers.</i></p> <p><i>Teaching /Teaching support staff trained to deliver a range of interventions and TA's effectively deployed to support pupils and track progress in order to diminish differences between SEN and non-SEN learners.</i></p> <p><i>Elklan trained TA supporting pupils with SALT targets beyond SALT therapist scheduled visits.</i></p> <p><i>Diabetic nurse facilitates training for all staff identified to support a child Type 1 diabetic.</i></p> <p><i>Pupils make progress and improvements in their language, communication,</i></p>



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	with language and communication needs/low baselines. – tracking progress over time.	to pupils and track progress.		<i>listening and attention skills through engagement in the programme from their starting points..</i>
Greater awareness of and confidence in dealing with Pupils with LN & D and SEN amongst teachers	<p>Identify areas where knowledge and skill base needs to be extended.</p> <p>Seek the support of specialist professionals to provide CPD and model strategies that staff in the setting can use to support the needs of learners.</p>	<p>More highly trained staff in these areas.</p> <p>Input from specialist such as ASD Advisory Services through SLA buy back matched to allocation, (3 core and 3 buy back 2025/26) occupational therapist, physio therapists and SALT applied confidently by staff in addressing the needs of learners.</p>	On-going.	<p>Better access to physical & curriculum support for pupils on the LS register.</p> <p>Adaptive teaching and tasks match to capacity and needs of learnings. Aimed at ensuring all pupils make progress and experience a sense of achievement, building confidence amongst all abilities of learners.</p>

Objectives	Strategy	Outcome	Timescale	Goal Achieved
Improving Delivery of Written Information				
Increase awareness of staff of the importance of good communication.	<p>Advice and training as required.</p> <p>Routinely scheduled timetable for staff to meet Inclusion lead to discuss concerns and needs of pupils.</p>	<p>Better awareness of employees and adults at the school.</p> <p>Assess, plan and review process instigated and follow up referrals made to external agencies based on areas of concern.</p>	<p>On-going</p> <p>Every Friday</p>	<p>Increase effectiveness in meeting pupils' all round needs in addition to those of staff.</p> <p>Dedicated time to meet and discuss needs of pupils and next steps agreed.</p>
Ensure there is good channels of communication and feedback to class teachers following intervention and support for pupils with LD & D and SEN.	<p>Written records on progress and next steps to be maintained in a central place which is accessible to the support assistant and class teacher.</p> <p>Opportunities for verbal dialogue and feedback at the start and end of the session/day.</p>	Improved communication regarding pupils' progress which can inform teacher planning and aid next steps planned in future sessions to move learning on.	On-going	<p>SEND pupils make expected levels of progress from their baselines and there is an aspiration were possible for the pupils outcomes to be broadly in line with that of all non-SEND learners in all year groups by the end of the academic year.</p> <p><i>Analysis of class/year</i></p>



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	<p>Rigorous monitoring of pupil progress data to ensure that any underachieving groups are targeted and provision planned to address and learning needs.</p> <p>Early identification of support and tracking in order to address issues promptly.</p> <p>Reports from professionals and assessment shared with staff/TA & Class teachers via CPOMS.</p>			<p><i>group data by categories termly has supported the monitoring and effective allocation of provision of pupils with LD & D and SEN.</i></p> <p><i>Performance management objects focused on diminishing differences thus demonstrate over all good progress made by SEND learners from their on entry starting points over the year where capacity allows.</i></p>
<p>Ensure that all learning environments have a visual timetable which illustrates the plan for the day.</p>	<p>Consistent use of visual timetables and school wide universal symbols indicating the events of the school day.</p>	<p>Aids pupils with LD & D and SEN to feel inclusive by establishing routines which aid this process.</p>	<p>On-going</p>	<p>Most pupils with LD /SEN such as ASD are able to function as part of the whole class with similar strategies used consistently to support the learning of all. <i>All classes have visual timetable which are used to communicate events of the day to all pupils but also with some SEND pupils individual visual timetables are used to support learning and conformity.</i></p>

Objectives	Strategy	Outcome	Timescale	Goal Achieved
Developing access to the physical environment of the school				
<p>Provision of disabled toileting facilities within the Infant school which are well maintained.</p>	<p>Ensure that the toilets are accessible to a child in a wheelchair and well maintained.</p>	<p>Clean and accessible disabled toilets in the Infant School.</p>	<p>On-going</p>	<p>Provision of toilet facilities for the disabled within the Infant school.</p> <p><i>There are disabled toilets on the ground floor near the main school toilets to use by pupils with disabilities and there is also a disabled toilet in the nursery both on ground floor level no steps.</i></p>



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<p>For those learners who require a specialist school placement and the school is required to accommodate until a suitable placement presents with a vacancy- The school will ensure changing facilities and staff appropriately trained.</p>	<p>Staff training in managing the intimate care needs of those learners with high levels of need.</p> <p>Personal intimate care plans draw up and shared with relevant stakeholders.</p> <p>Changing mats and appropriate equipment made available and regularly replenished.</p>	<p>Intimate care needs met of pupils with high levels of need.</p> <p>Clear written protocols agreed with stakeholders.</p> <p>Appropriate resourcing to ensure compliance with health & safety and safeguarding</p>	<p>On-going</p> <p>As and when required until a suitable placement is available for the long term placement of these learners.</p>	<p>Staff trained in meeting the intimate care needs of the SEN learners with high level of needs.</p> <p>Protocols in place for managing the intimate care needs and followed.</p> <p>Appropriate resourcing to ensure compliance with health & safety and safeguarding</p>
<p>Adapt a room in the guise of an additional resourced provision to accommodate pupils with high level of needs who are awaiting a placement in a specialist school and would otherwise struggle to function in a mainstream classroom due to high needs, health and safety, safeguarding and additional needs.</p>	<p>Set up a classroom in the school which is adapted to meet the learning and developmental needs of pupils with the support of external agencies.</p>	<p>This interim provision which is a short term arrangements is adapted and resourced to support the SEND child to make progress in line with the targets which have been adapted in line with the capacity of the environment.</p>	<p>This will vary based on the need of the learner.</p> <p>The time taken to identify needs and a suitable placement in a specialist provision becoming available.</p>	<p>Suitable interim arrangements made by the school to support the needs of pupils who require a specialist school placement – working towards meeting their personalized targets in collaboration with other professionals.</p>
<p>Toileting provision close to the classroom to support the learners with high levels of SEND needs.</p>	<p>The toilets to be closed off to other users to allow adults to manage the intimate care needs of the SEND child and respect their dignity.</p>	<p>Consistency in the management of the intimate care needs of high needs SEND learners and progress made towards supporting toilet training where possible.</p> <p>This may not always be possible because of the needs of the learner.</p>	<p>On-going.</p>	<p>Intimate care needs are appropriately met for pupils with high levels of SEND needs who require changing and support with toilet training.</p>
<p>Sensory room and safe play space used to enhance the provision offered to SEND pupils.</p>	<p>Timetable outdoor play space and the sensory room to support the learning and developmental needs of pupils with SEND needs.</p>	<p>Sensory and gross motor skills/ development of SEND pupils are supported.</p>	<p>On-going</p>	<p>Targets reviewed and progress made towards achieving them.</p> <p>Effective provision and timetabling.</p>
<p>Ensure that the automatic corridor doors are well</p>	<p>Maintenance agreement for servicing the automatic</p>	<p>Wheel chair bound pupils and others with physical disabilities</p>	<p>Bi-annually</p>	<p>Service contract of the automatic doors reviewed and renewed</p>



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<p>maintained allowing pupils with disabilities to move freely around the building.</p>	<p>doors on the ground floor of the school.</p>	<p>able to move around the ground floor independently.</p>		<p>annually.</p>
<p>Junior school to develop a plan of how they can meet the needs of a SEND child from the Infant school when he/she transfers to the Junior school on the first floor.</p>	<p>The Junior school to Investigate whether it is possible to install a stair lift in one of the Junior school stair cases, engineering, costs, planning issues access & provision for disabled learners in the Junior School. (The school is committed to improving access within the building for pupils with disabilities however requests for a lift have been exhausted through the LA!)</p>	<p>More disabled toileting provision & a stair lift from the ground floor to the first floor.</p>	<p>On-going</p>	<p>Non- wheelchair bound pupils are able to transfer to the Junior school on the 1st floor with the knowledge that they will be able to access facilities with some support.</p> <p>The JS have invested in an evacuation chair to support learners and adults with mobility issues in the event of a fire with clear written protocols established.</p>
<p>Ensure access and provision under the Disability Act for parent /careers of pupils attending the school.</p>	<p>Ensure reasonable adjustments are made to support parents with disabilities specific to their needs</p>	<p>Where a parents has mobility issues the school in consultation with the parent will enable access to the disabled parking space in the staff car park at the start and end of the school day.</p>	<p>Reviewed annually based on need.</p>	<p>Compliance with Disability Act and provision of reasonable adjustments to ensure inclusion.</p>