




ACCESSIBILITY POLICY & PLAN

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	19.01.2026
Signed on behalf of the Governing Body by:	Mr Ian Mearns Chair of Governors
Signature:	
Date:	
Details and dates of minor amendments:	1.7.2020 13.01.2026 updated the definition of disability in line with Equality Act 2010 Access Audit section included 3 year objective updated
Date next full review is due:	Spring 2029

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, parents and visitors to share this commitment.

Vision, Values and Ethos

Kelvin Grove Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop pupils' abilities in contributing as members of groups and recognising their responsibilities.
- self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

The Legal Context

The 2010 Equality Act and the 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish an accessibility plan. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'A physical or mental impairment that has a *substantial* and *long-term* negative effect on their ability to carry out normal daily activities.'

This Accessibility Policy and Plan aligns with:

- Equality Act 2010
- SEND Code of Practice (2015)
- Administration of Medical and Supporting Pupils with Medical Conditions
- SEND Policy
- Safeguarding and Wellbeing Policies

The plan is reviewed every three years, with annual progress checks.

Access Audit

The top level of the school is generally accessible and provides step-free entry to a wide range of key spaces, including:

- Headteacher, Deputy Headteacher and administrative offices
- Main Reception
- Pastoral Room
- Main Hall
- Community Room
- Community Kitchen
- School Main Kitchen
- SENDCo Office
- Reprographics Room
- KS2 classrooms
- Rainbow Room
- KS2 toilets

Additional accessibility features on this level include:

- One designated disabled toilet, fitted with a handrail to support users with mobility needs
- Level circulation routes, allowing movement between areas without the need for stairs
- Five external fire exits that open directly onto the school grounds, providing straightforward evacuation routes

The layout supports good accessibility, and ongoing monitoring ensures that signage, door widths, and internal navigation continue to meet the needs of all users.

Emergency Routes and Internal Movement

- Internal emergency routes are clearly marked throughout the top/ground level to support safe and efficient evacuation.
- Individuals unable to use the internal stairs including wheelchair users and those with prams or buggies can access all levels via the school lift.
 - Staff members are available to assist visitors and pupils who require support when using the lift.

External Access to the School Site

The school grounds can be accessed through:

- Four pedestrian gates
- Two main double gates
 - One at the main entrance
 - One at the lower yard

Additional external accessibility features include:

- Ramp access from Brighton Road, providing step-free entry onto the site
- A ramp connecting the top yard to the bottom yard, enabling smooth movement between external levels for users with mobility needs

The lower level of the building contains:

- Early Years unit, including dedicated toilets
- KS1 classrooms
- KS1 toilets
- Staff kitchen

- Disabled toilet, equipped with supportive railings

Additional accessibility features include:

- External doors to all rooms, providing direct access to outdoor areas and supporting efficient evacuation
- Wide corridors, allowing comfortable movement for wheelchair users and parents with prams or buggies
- Clearly signed and well-maintained emergency routes, ensuring safe navigation during evacuations

Kelvin Grove Primary School is committed to supporting an inclusive environment and ensures that pupils, staff, and visitors can move safely and independently across the school grounds.

Accessibility Plan

To ensure all pupils can fully access the curriculum, the school will set clear priorities within its Accessibility Plan that promote full participation for pupils with disabilities. The school will also take into account the needs of pupils with medical conditions, ensuring that appropriate care plans and support arrangements are in place so they can engage with the curriculum effectively.

We offer all pupils a broad and balanced curriculum that is adapted and personalised to meet individual needs and support a range of learning styles.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? e.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

Objective 1: Improving access to the curriculum and developing a whole school inclusive culture

Targets	Strategies	Success Criteria
Strengthen inclusive behaviour and wellbeing systems	<p>Provide sensory regulation spaces and calm-down areas.</p> <p>Train staff in de-escalation and positive handling (DfE guidance)</p>	<ul style="list-style-type: none"> Reduction in behaviour incidents involving SEND pupils. Improved emotional regulation and wellbeing indicators. Staff report increased confidence in supporting SEMH needs.
Promote positive attitude and understanding of SEND across the school community	<p>Deliver assemblies and curriculum content celebrating diversity and disability awareness.</p> <p>Use pupil voice groups to shape inclusive practice.</p> <p>Provide staff training on the Equality Act and reasonable adjustments.</p>	<ul style="list-style-type: none"> Pupils demonstrate respectful attitudes towards difference. Reduction in bullying or discriminatory incidents. Staff consistently apply inclusive policies and language.
Support for pupils with SEND, health needs, mobility difficulties, dietary requirements, cultural/religious restrictions	<p>Adapting teaching approaches, resources, and classroom environments to meet a range of learning needs.</p> <p>Providing specialist equipment or assistive technology for pupils with mobility issues.</p> <p>Ensuring pupils with medical or health needs have up-to-date care plans and appropriate adjustments to support safe participation in lessons and school activities.</p> <p>Coordinating with healthcare professionals to ensure pupils with chronic conditions (e.g., asthma, diabetes, epilepsy) can access the curriculum without barriers.</p> <p>Implementing safe and appropriate arrangements for pupils with dietary needs, including allergies, intolerances, and cultural, religious or medical dietary restrictions.</p> <p>Training staff to understand and respond to pupils' medical, mobility, and dietary needs.</p> <p>Ensuring risk assessments and personalised plans are in place for trips, PE, and practical subjects.</p>	<ul style="list-style-type: none"> Pupils with SEND, health needs, mobility difficulties, or dietary requirements can participate fully in all curriculum areas. Staff demonstrate confidence in supporting pupils' medical, mobility, and dietary needs. Care plans and risk assessments are consistently followed and reviewed regularly. Pupils report feeling safe, supported, and included in all aspects of school life. No pupil is prevented from accessing learning or enrichment opportunities due to unmet health or dietary needs. Monitoring shows improved engagement, attendance, and progress for pupils requiring additional health-related support
Ensure information is accessible to all families	<p>Newsletters sent out via emails</p> <p>Paper copies available from the main School Office if required</p> <p>School Facebook page is updated regularly with latest information</p> <p>School website contains all the information about Kelvin Grove Primary School</p> <p>Admin/Pastoral staff to sign post parents if needed</p>	<ul style="list-style-type: none"> Families report improved access

Objective 2: To improve early identification and targeted support

Targets	Strategies	Success Criteria
Strengthen screening and assessment systems	Implement early screening for speech & language, literacy, numeracy, and SEMH. Use standardised assessments and teacher observations to identify emerging needs. Ensure timely referrals to external agencies	<ul style="list-style-type: none"> Needs identified earlier and more accurately. Reduction in late-stage referrals or crisis-driven interventions. Clear Assess–Plan–Do–Review cycles in place for all SEND pupils.
Deliver evidence-based interventions with fidelity	Use structured, research-informed interventions (e.g., phonics, language groups, precision teaching). Train support staff to deliver interventions consistently. Monitor progress and adjust provision accordingly.	<ul style="list-style-type: none"> Intervention data shows measurable progress. Pupils transfer skills from intervention sessions into class. Reduced attainment gaps for targeted pupils.
Strengthen communication with families and external professionals	Hold regular review meetings with parents. Provide clear, jargon-free information about support. Work collaboratively with therapists, educational psychologists, and health professionals.	<ul style="list-style-type: none"> Families report improved confidence in school support. External professionals note strong implementation of recommendations. Improved attendance and engagement for SEND pupils.

Objective 3: To improve the physical environment

Targets	Strategies	Success Criteria
Maintain accessibility for wheelchair/pram or buggy users	Keep corridors clear; maintain ramps; review door widths	<ul style="list-style-type: none"> Wheelchair users access all areas safely
Improve navigation for visually impaired pupils	Increase high-contrast signage; add tactile markers where appropriate	<ul style="list-style-type: none"> Pupils will navigate the school independently unless 1:1 support is required.
Develop sensory friendly spaces	Provide quiet rooms, sensory tools, low-stimulus areas	<ul style="list-style-type: none"> Pupils regulate effectively
Ensure safe access for pupils with health needs	Ensure staff are trained in relevant medical procedures Clear Individual Health Plan formulated with parents, healthcare professionals and school Safe storage and administration of medication	<ul style="list-style-type: none"> Staff trained in Paediatric and Emergency First Aid at Work Staff training in administering medication for medicines Medication safely and securely stored away in the refrigerator located in the main School Office. Pupils' health needs are met safely
Improve outdoor accessibility	Review surfaces; ensure inclusive play equipment	<ul style="list-style-type: none"> All pupils access outdoor learning