Kemsing Primary School

Accessibility Plan

Approved by:	Executive Headteacher	**Date:**	September 2026
Last reviewed on:	September 2026		
Next review due by:	September 2027		

Accessibility Plan

1. Purpose of the Plan

The Darent Federation is committed to providing an inclusive environment in which all pupils, including those with disabilities, are able to participate fully in school life.

This Accessibility Plan has been prepared in accordance with the Equality Act 2010. It sets out how [school name] will continue to improve accessibility for disabled pupils over time.

The plan focuses on three statutory areas:

1. increasing the extent to which disabled pupils can participate in the curriculum;
2. improving the physical environment of the school to enable disabled pupils to take greater advantage of education, benefits, facilities and services
3. improving the availability of accessible information to disabled pupils.

The school will make reasonable adjustments for individual pupils where necessary and will not wait for an action identified within this longer-term plan where a pupil requires an adjustment sooner.

2. Our Commitment to Accessibility and Inclusion

Our approach to accessibility reflects the Federation vision:

“Inspiring Growth, Nurturing Potential.”

We seek to remove barriers to participation and learning so that all pupils are able to belong, participate, achieve and thrive.

Accessibility is considered across:

- teaching and learning
- SEND and adaptive teaching
- the physical environment
- communication and information
- educational visits and enrichment
- extra-curricular activities
- personal development
- safeguarding and pastoral support.

Accessibility planning forms part of the school's wider work on SEND, equality and inclusion.

3. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disabilities may be:

- physical
- sensory
- cognitive
- neurological
- developmental
- related to mental health
- associated with a long-term medical condition.

Not all disabilities are visible.

4. Links with Other School Policies and Documents

This Accessibility Plan should be read alongside the Federation's:

- SEND Information Report
- Inclusion Strategy
- SEND Policy
- Equality Information and Objectives
- Medical Conditions Policy
- Supporting Pupils with Medical Conditions arrangements
- Behaviour Policy
- Curriculum information
- Health and Safety Policy
- Emergency evacuation arrangements
- Educational Visits procedures
- Child Protection Policy.

5. Current Accessibility Position

5.1 Curriculum Access

The school currently supports access to the curriculum through measures including:

- adaptive teaching
- appropriate scaffolding and reasonable adjustments
- targeted SEND provision
- use of additional adults where appropriate
- adaptations to resources and presentation
- assistive technology where appropriate
- personalised provision for pupils with EHCPs and additional needs
- alternative methods of recording
- sensory and regulation support
- appropriate adaptations to educational visits, PE, clubs and enrichment
- liaison with parents, external professionals and specialist services.

Current strengths

- adaptive teaching
- adaptations to resources and presentation
- sensory and regulation support
- liaison with parents, external professionals and specialist services.

Current barriers or areas for further development

- Our Sensory Room is in development and due for completion during the 2026-2027 academic year.
- Disabled Parking is available but needs prior booking and to be explicitly signposted. This is due for completion during the 2026-2027 academic year.

5.2 Physical Environment

The school regularly considers the accessibility of its buildings, grounds and facilities.

Current provision

For example:

- step-free access to: The Office, the Infant Block, the Forest School and the Swimming Pool.
- accessible toilet facilities: In the Office Block and the Infant Block
- disabled parking/access arrangements: Parking is available outside the office block.
- handrails/ramps: Access to the Junior Block is challenging and lacking ramps.
- sensory or regulation spaces: Sensory Garden, Field, Forest School Area and each class has a Nurture Nook.
- accessible classrooms: The Infant classes and Y4 and Y5 classes are accessible to all. Y3 and Y6 classes are only accessible via steps (with handrails)
- appropriate signage: Buildings, classrooms and shared spaces are sign posted.
- evacuation arrangements: We evacuate to the playground which is accessible.

Current physical barriers or areas for further development

These should include barriers which may affect pupils with:

- mobility needs
- visual impairment
- hearing impairment
- sensory processing needs
- medical needs
- communication needs.

Access to our Junior Block is currently under development. Access is not readily available for anyone with mobility needs or visual impairment. We are working with SKANSKA to address this in the 2026-2027 academic year.

5.3 Access to Information

The school seeks to ensure that information provided to pupils is accessible to them.

Current approaches include:

- enlarged print
- simplified language
- visual timetables
- symbols and pictorial information
- alternative fonts or layouts
- coloured overlays, adapted backgrounds and coloured exercise books (if required)
- electronic versions of resources
- audio information
- communication aids
- assistive technology
- translated or adapted materials where appropriate.

The school will take account of a pupil's individual disability and, where appropriate, the preferences expressed by the pupil and/or their parents when determining how information should be provided.

Current barriers or areas for further development:

- Access to our Junior Block is currently under development. Access is not readily available for anyone with mobility needs or visual impairment. We are working with SKANSKA to address this in the 2026-2027 academic year.
- Our Sensory Room is in development and due for completion during the 2026-2027 academic year.
- Disabled Parking is available but needs prior booking and to be explicitly signposted. This is due for completion during the 2026-2027 academic year.

6. Accessibility Action Plan 2026–2029 - Priority 1: Improving the Physical Environment

Objective	Identified need/barrier	Actions	Lead	Timescale	Resources/ cost	Success criteria	Monitoring/ evidence
Maintain accessible routes around the school	Access to the Junior Block including the hall and toilets	Conduct accessibility walk/audit Commission SKANSKA to quote for a ramp to be installed outside the junior block main entrance, a ramp around the outside of the block to enable evacuation from all rooms as well as an internal plan to ensure that children can access the toilet.	Site Manager / Headteacher	Annually	Premises budget	Key routes remain accessible	Site audit
Review signage to support pupils and visitors with additional needs	Once ramps have been installed, review and alter signage to ensure that access points are explicitly	Introduce/adapt visual and directional signage where required	Headteacher	Annually	Premises budget	Pupils and visitors can navigate the site more independently	Pupil/parent feedback
Ensure appropriate toilet/changing facilities are available	Disabled toilet is accessible in the office block and the infant block. Once a ramp is installed internally, access will also be created for the junior toilets.	Review facilities against known and anticipated pupil need	Headteacher	Annually	Premises funding	Facilities appropriately support pupils who require them	Premises review

Accessibility Plan

Priority 2: Improving Access to Information

Objective	Identified need/barrier	Actions	Lead	Timescale	Resources/cost	Success criteria	Monitoring/ evidence
Ensure pupils receive information in formats they can access	Whilst we do not consider this a barrier, we are always developing our communication strategies and will continue to do so	Adapt print, symbols, font, colour, digital or audio formats according to need	Teachers / SENCO	Ongoing	As required	Pupils can access information with greater independence	Pupil voice/SEND reviews
Ensure visual supports are used consistently where required	Staff have received training on this during the 25-26 academic year and are continuing to develop their understanding of visual support.	Review visual timetables, symbols and communication supports	SENCO / Teachers	Termly	As required	Supports are appropriate and used consistently	Learning walks
Improve access to school information for pupils with communication needs	(as above)	Identify and implement appropriate communication approaches	SENCO	As required	Specialist resources/advice	Individual pupils successfully access key information	SEND reviews
Seek specialist advice where a pupil's disability requires additional adaptations	Individual need	Liaise with relevant specialist services and implement recommendations	SENCO	As required	As advised	Recommendations implemented promptly	Provision plans/ review records

7. Individual Reasonable Adjustments

The Accessibility Plan describes the school's strategic approach to improving accessibility over time.

It does not replace the school's duty to make reasonable adjustments for individual disabled pupils.

Where an individual pupil experiences a barrier to accessing education, the school will consider appropriate reasonable adjustments promptly. These may be recorded through:

- individual provision plans
- SEND support plans
- EHCP provision
- healthcare plans
- risk assessments
- personal emergency evacuation plans (PEEPs)
- other individual arrangements.

The school will seek advice from specialist professionals where necessary.

8. Consultation

The school will take account of the views and needs of relevant stakeholders when reviewing accessibility, including where appropriate:

- disabled pupils
- pupils with SEND
- parents and carers
- school staff
- the SENCO/Inclusion Leader
- governors
- external specialists
- local authority services.

Pupil and parent voice will be particularly important when considering individual barriers and appropriate adjustments.

9. Monitoring and Review

The Governing Body retains responsibility for ensuring that the school's statutory accessibility duties are fulfilled.

The plan will be monitored by the:

- Executive Headteacher
- Inclusion Leader
- Governing Body.

Progress against the action plan will be reviewed at least annually.

The school will keep the plan under review throughout its lifetime and may amend it sooner where:

- a pupil's needs change
- new pupils join the school
- an accessibility barrier is identified
- alterations are made to the school premises
- new technology or resources become available
- legislation or statutory guidance changes.

A new Accessibility Plan will be prepared in accordance with statutory requirements.

10. Publication

This Accessibility Plan will be published on the school's website.

The school's SEND Information Report will signpost the Accessibility Plan.

A paper copy will be made available free of charge on request.

Appendix A – Accessibility Audit

Curriculum

Area considered	Current position	Barrier identified?	Action required
Classroom teaching			
Written resources			
Reading materials			
ICT/assistive technology			
PE			
Educational visits			
Clubs and enrichment			
Assemblies			
Performances/events			
Assessment arrangements			
Sensory/regulation provision		Sensory Room due for completion 2026-2027 academic year	Finalise electrics and purchase equipment.

Physical Environment

Area considered	Current position	Barrier identified?	Action required
Site entrance			
Parking/drop-off		Signage for disabled parking	
Main reception			
External routes		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Doorways		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Corridors		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Classrooms		Access to Junior Block (Y3 and Y6)	SKANSKA support to quote and then purchase ramps.
Hall		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Library		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Toilets		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Accessible toilet/changing			
Playground			
Outdoor learning areas			

Dining arrangements		Access to Junior Block	SKANSKA support to quote and then purchase ramps.
Lighting			
Acoustics			
Signage			
Emergency evacuation			

Information and Communication

Area considered	Current position	Barrier identified?	Action required
Printed information			
Classroom displays			
Visual supports			
Symbols/pictorial communication			
Large print			
Digital resources			
Audio resources			
Communication aids			
Website information			
Individual pupil communication needs			

Appendix B – Annual Review Record

Review date	Progress since previous review	New barriers identified	Changes/actions agreed	Date of Review