



Kendall Church of England
Primary School

Kendall Church of England Primary School Accessibility Plan 2025–2028

Kendall CE School has been described as 'a warm and friendly community'. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Kendall Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes learning outside the classroom, for example, participation in after-school clubs, leisure and cultural activities or school visits).

See Page 3.

- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

See Page 5.

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

See page 7.

Contextual Information

Kendall Primary School is an urban school situated quite close to the centre of Colchester. The school is set on a steep hillside plot which includes a playground but no school field. The school leases 2.4 hectares of woodland that adjoins the site.

The building was extended in 2011, which allowed for 2 extra classrooms, a library and an SEN intervention room to be added. In 2015 a lift was installed in order to meet the needs of pupils whom use wheelchairs. In 2024 a sloped access was constructed alongside steps to allow for buggies and wheelchairs to access the site without needing to access this road. While the gradient is unfortunately not DDA compliant due to the nature of the school being situated at the base of a very steep hill, it has meant that access to the school is safer than it was previously, both in terms of a slightly improved gradient, the inclusion of resting platforms at turning points and the path now being completely isolated from road traffic.

As stated above, the school is set on a hill; the first floor of the building consists of a reception area, staffroom, several offices and toilets, 5 classrooms, the school hall and kitchen. There are 2 accessible toilets on this floor.

The lower floor houses an ICT suite, 2 further classrooms, a small break out space (used for SEN interventions) and a fully accessible toilet, which includes a physio bench and a fixed track ceiling hoist.

Access can be made into the school without the use of stairs on either floor, although during the school day access via the main school office would require the use of the lift to travel to the lower floor.

We have pupils and parents who are wheelchair users. We are aware of parents and staff who have medical conditions that cause mobility difficulties.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and physical disabilities, including hearing impairments. No children currently have a known visual impairment.

Admission Arrangements for Pupils with Disabilities

The Admission Procedure for disabled pupils is the same for all pupils, and applications should be made via the Local Authority who will expect you to complete an online application form. You can find a link to their website on the Admission Page of our school website under the 'Parents' tab. If your child has an Education Health Care Plan (EHCP), they will be allocated a school place by the Statutory Assessment Service. Visit [Essex Local Offer](#) for more information about the service.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits where risks identified by assessments can be fully managed to ensure the safety of children. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff members in differentiating the curriculum	Be aware of staff training needs on curriculum. Assign CPD for specific learning difficulties and differentiation, including alternative recording methods.	On-going and as required.	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Use One Page Profiles to highlight access needs and appropriate responses. Ensure staff members are confident in making reasonable adjustments to the curriculum to meet learners' needs.	As required	SENCO	All staff aware of individuals needs

	Information sharing with all agencies involved with child.			
Use ICT software to support learning.	Make sure software installed where needed. Ensure staff members are aware of different software options available.	As required	SENCO ICT Co-ordinator	Wider use of SEN resources in classrooms
All learning outside the classroom (LOTIC) activities to be accessible to all.	Ensure staff members are confident in asking pertinent questions regarding access arrangements when liaising with a school trip provider. New venues/locations are vetted as part of the risk assessment. Risk/benefit assessments carried out. Give guidance, where needed on reasonable adjustments.	As required	Class teachers Trips and visits co-ordinator.	All pupils in school able to access and participate in LOTIC activities
Review PE curriculum to 2 ensure PE is accessible to all.	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel in PE.

Improving access to the physical environment of the school

Kendall Primary School is not in a position to expand its physical building and, as such is not able to add classes. We do, however, continue to improve our facilities, for example, renovating toilets in order to improve accessibility.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To ensure access needs are noted on One Page Profiles (OPPs) for pupils. Be aware of staff /governors access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter and meet as appropriate. Consider access needs during recruitment process	As required. Induction and ongoing if required Annually During any recruitment process	SENCO Head-teacher Head-teacher Head-teacher	OPPs in place for children with additional needs. Shared with all staff. All staff and governors feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all people to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign. Electric wheelchair users can access the site via the slope. Manual wheelchair users can access the site by vehicle.	As/when required	Head/ Governors/ Site manager	Re-designed buildings are usable by all

	Transport would drop the person off in the car park.			
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure staff awareness of own responsibilities.	Annually	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware		ICT Co-ordinator	ICT Hardware and software available to meet the needs of children. All children have access to equipment

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	On-going	Head /School office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required.	SENCO	Pupils and/or parents feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who	Ensure website is fully compliant with requirement for access by person with visual impairment.	A required	Office	All can access information about the school.

may have difficulty with standard form of printed information.	Ensure Prospectus is available via the school website.			
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