

Kempshott Infant School

“Learning Together, Achieving the Extraordinary!”

Accessibility Plan – November 2025



The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, Post 16 Institutions and Local Authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. The duty is anticipatory – it requires thought to be given in advance to what disabled children and young people may require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including FE institutions, LA Maintained schools, Maintained Nursery Schools, Academies and Free Schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled, non-disabled children and young people. They must publish information to demonstrate their compliance of this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. (SEND Code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of practice 2014)

Definition of Special Educational Needs and Disabilities

In this plan, ‘Special Educational Needs and Disabilities’ refers to a learning difficulty or disability that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

At Kempshott Infant School 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. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Good practice already in place:

- Cover overlays used to aid reading
- Increased size of text on printed handouts
- Coloured backgrounds on interactive whiteboard
- Working walls have neutral tones

- Sensory resources – wobble cushions, ear defenders and fidget toys
- Neurodiversity parent support group
- SEND library
- Neurodiversity training
- Translate facility available on our website.
- Lunchtime club

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Please see the action plan below which details how we aim to achieve these actions.

Increasing the extent to which disabled pupils can participate in the curriculum		
Action	Responsibility	Impact/Success Criteria
To provide staff with moving and handling training.	Accessibility Team HCC	Children with physical disabilities have the support necessary to participate in the curriculum.
To provide staff with augmentative and alternative communication (AAC) training.	Speech and Language Team	Pre verbal children are able to communicate and participate in the curriculum.
To provide Sensory Circuits three times a week.	Learning Support Assistants	Children are settled and ready to learn.
To develop the ordinarily available provision in the classroom.	All staff	All children can successfully access the curriculum. Provision is all inclusive.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services		
Action	Responsibility	Impact/Success Criteria
To ensure there is a quiet space in each classroom for our neurodivergent children.	Class Teachers	Children have somewhere quiet and safe to go when they need to be on their own.
To provide further quiet play areas during playtimes and lunchtimes.	All staff	Children have somewhere quiet and safe to go at playtime/lunchtime.
To develop playtimes.	SLT	Children are engaged in play through carefully planned activities. Happy playtimes.

Improve the delivery of information to pupils, staff, parents and visitors with disabilities.		
Action	Responsibility	Impact/Success Criteria
To provide an AAC device for non-speaking children.	Speech and Language Team	Pre-verbal children are able to communicate and have the support necessary to participate in the curriculum.
To ensure our website has a range of information to support pupils, parents and visitors with disabilities.	SENDCo HT	Parents have access to information and support.

This plan will be monitored and agreed by the full Governing Body.

**Kempshott Infant School is a place where everyone is welcome,
differences are celebrated and everyone belongs!**

Date; November 2025

Review: November 2028