

## Kensington Primary School Accessibility Plan Spring 2025 to Spring 2028

| Targets   | Tasks/Actions   | Responsibility                           | Review inc. Completion Dates and Outcomes   |
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| <b>Aim 1: Increase the extent to which disabled pupils can participate in the curriculum.</b>   |   |  |   |
| <p>For the SENCo to determine and implement a consistent whole-school approach to the use of visual supports at KPS, ensuring alignment with best practices in inclusive education and meeting the diverse needs of all learners.</p>                                     | <ul style="list-style-type: none"> <li>● SENCo to review current use of visual supports across the school.</li> <li>● Research best practice approaches, consult with staff, parents and relevant professionals.</li> <li>● Establish a consistent whole-school strategy for the implementation of visual supports at KPS.</li> <li>● Increase the use of colourful semantics around the school in a range of subject.</li> </ul> | <p>Moji<br/>Omole/Bridie<br/>Mahon</p>   | <p><b>Completion Date:</b><br/>Initial implementation by <b>July 2026</b><br/>Ongoing evaluation and refinement through to <b>July 2028</b></p> <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Consistent use of visual supports in all classrooms and key areas across the school.</li> <li>● Improved access to learning for pupils with SEND and MLL</li> <li>● Increased staff confidence and competence in using visual aids effectively.</li> <li>● Positive feedback from pupils and parents regarding clarity and inclusivity of classroom environments.</li> <li>● Alignment of visual strategies with the school's inclusive education goals.</li> </ul> |
| <p>To enhance the implementation of the school's LEG (Let's Get Energised) program by integrating it effectively through the OPAL (Outdoor Play and Learning) approach, with the aim of improving the quality and variety of physical activities available to pupils.</p> | <ul style="list-style-type: none"> <li>● Audit current use of LEG activities and identify opportunities for OPAL integration.</li> <li>● Collaborate with OPAL leads to align LEG activities with outdoor learning strategies.</li> <li>● Train staff on delivering LEG sessions within OPAL-structured environments.</li> </ul>  | <p>Bridie<br/>Mahon/Kayleigh<br/>Cox</p> | <p>Initial implementation: End of Autumn Term 2 (December 2025)<br/>Full evaluation and review: End of Spring Term 1 (February 2026)</p> <p><b>Expected Outcomes:</b></p>   |

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|   | <ul style="list-style-type: none"> <li>● Pilot integrated sessions during break and lunchtime periods.</li> <li>● Gather feedback from pupils and staff to inform full implementation.</li> </ul>   |                                      | <ul style="list-style-type: none"> <li>● Increased engagement in physical activity during playtimes and curriculum sessions.</li> <li>● Broader range of accessible, inclusive physical activities across the school.</li> <li>● Positive pupil feedback on enjoyment and participation in physical activities.</li> <li>● Greater staff confidence in delivering active, outdoor sessions through OPAL.</li> </ul> |
| <p><b>Aim 2 : Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.</b></p>                    |   |                                      |   |
| <p>To improve the physical environment of the school to ensure it is accessible, safe, and supportive for pupils with visual impairments, in line with statutory guidance and best practices.</p> | <ul style="list-style-type: none"> <li>● Work with a specialist advisory teacher for visual impairment to assess the current school environment and identify areas requiring adaptation or improvement.</li> <li>● Braille labels where appropriate</li> <li>● <b>(Autumn 2025):</b> Provide targeted training for key staff on how to support visually impaired pupils within the physical environment, including awareness of mobility needs and assistive technologies.</li> </ul> | <p>Bridie Mahon /<br/>Moji Omole</p> | <p><b>Monitor and Review (Termly):</b><br/>Track progress through termly reviews and update the Accessibility Plan accordingly, ensuring continuous improvement aligned with evolving best practice.</p>  |
| <p><b>Aim 3: Improve the availability of accessible information to disabled pupils.</b></p>   |   |                                      |   |
| <p>To develop and maintain a dedicated Google Classroom for pupils with EHCPs, providing tailored resources, communication, and support to enhance access to learning and</p>                     | <ul style="list-style-type: none"> <li>● Provide differentiated resources, visual supports, learning aids, and timetables tailored to individual EHCP targets and access requirements.</li> </ul>   | <p>Bridie Mahon /<br/>Moji Omole</p> | <p><b>Completion Date:</b><br/>Initial setup and resource curation by <b>December 2025</b><br/>Ongoing monitoring and updates throughout the school year, with a full review by <b>July 2026</b><br/>Annual evaluations thereafter.</p>   |

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| <p>promote inclusive educational practices.</p> <p>To develop and strengthen the use of pupil voice within the SEND cohort, ensuring that pupils are actively involved in decision-making processes regarding their learning, support, and overall school experience.</p> | <ul style="list-style-type: none"> <li>• Create a secure and accessible Google Classroom platform specifically for EHCP pupils, ensuring appropriate privacy settings and permissions are in place.</li> <li>• Track pupil and parent engagement, review the effectiveness of posted materials, and adapt content and structure based on user feedback.</li> <li>• Evaluate the impact of the platform as part of the wider SEND provision review and update its use annually to meet evolving pupil needs.</li> </ul> <ul style="list-style-type: none"> <li>• Opportunities for children with SEND to engage in school council/pupil voice opportunities</li> <li>• Include SEND pupils' opinions as an integral part of their EHCP (Education, Health, and Care Plan) reviews, ensuring that their preferences and needs are reflected in planning and support.</li> </ul> | <p>Bridie Mahon /<br/>Moji Omole</p> | <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Enhanced access to learning materials for pupils with EHCPs, allowing them to work at their own pace and in a supportive digital environment.</li> <li>• Improved communication between teachers, pupils, and families, fostering a stronger home-school partnership.</li> <li>• Increased pupil engagement and empowerment through the use of tailored, accessible resources.</li> <li>• More efficient tracking of individual progress and better-targeted interventions based on feedback from the Google Classroom platform.</li> </ul> <p>Establish key actions by <b>Spring 2026</b><br/>Full integration of pupil voice in SEND processes by <b>Autumn 2026</b><br/>Annual reviews starting <b>Summer 2027</b></p> <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased active participation of SEND pupils in decision-making related to their education and support, leading to a more personalized and inclusive learning environment.</li> <li>• Stronger communication and partnership between pupils, teachers, and parents in shaping the support and strategies that benefit SEND learners.</li> <li>• Greater pupil empowerment and confidence, resulting in improved engagement and outcomes in learning.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"><li>• Pupil voice becoming an integral aspect of EHCP reviews and other planning processes, leading to more responsive and adaptive support.</li></ul> |
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