



Kneller Hall Junior School

ACCESSIBILITY PLAN

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The Head, with oversight from the Board of Governors
Approved By	Board of Governors
Status	Statutory
Review Cycle	Annually, or sooner if legislation or guidance changes
Next Review Date	September 2027
Availability	School website, Parent Portal, and on request from the school office

Signed:

Sasha Davies
Head
September 2026

Kneller Hall Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Accessibility Plan

Aim:

At Kneller Hall Junior School it is our aim to remove, as far as we can, those barriers that make it hard for children and adults with a disability to take part in the day-to-day life of the school and benefit from the educational experiences and services provided. The school aims to ensure that it is a welcoming place that understands and responds effectively to children and adults with disabilities and recognises the importance of a review and planning procedure associated with continuous development and improvement.

Context:

Kneller Hall Junior School occupies a long thin building with one main corridor and a second floor addition at each end. There are two main staircases with lift access at each end. Reasonable adjustments have been made to the school to accommodate pupils' needs. On the ground floor there are disabled toilet facilities. Dining facilities are located at the far end of the ground floor. Wheelchair access is available throughout. There is no parking on the main school site, with a small car park located a short distance away.

In preparing this plan, the responsible body has regard to the need to allocate adequate resources for implementing the plan and the plan has been drawn up after the school has taken into account any pupils disabilities and preferences expressed by them and their parents. This plan aims to cover all pupils with every known type of disability.

Strategy:

The Kneller Hall Junior School strategy is to address and comply with the requirements of:

- The Equality Act 2010, which replaced the Disability Discrimination Act 1995 and the disability discrimination provisions of the Special Educational Needs and Disability Act (SENDA) 2001 for schools in England,
- The SEND and Alternative Provision (AP) Improvement Plan (dfe, March 2023),
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015),
- The Public Sector Equality Duty under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, and
- The Children and Families Act 2014.
- The school's Equality and Diversity Policy

The Equality Act 2010 refers to disabled pupils in a wide sense, including those with special educational needs and those with learning difficulties and physical disabilities. Disabled pupils must not be treated less favourably than others, and reasonable adjustments must be made to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. This plan is in three sections, covering the following areas:

- (a) The extent to which disabled pupils (including those with learning difficulties) can participate in the curriculum;
- (b) Improving the delivery of information (in a range of different ways) to disabled pupils, which is provided in writing for pupils who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

Looking Ahead – Forthcoming SEND Reform:

The Government published its Schools White Paper, 'Every Child Achieving and Thriving' (DfE, February 2026), alongside a related SEND reform consultation. The proposals point towards a revised SEND Code of Practice, National Inclusion Standards and digital Individual Support Plans, expected to be phased in from 2026/27, with any legislative change not anticipated before September 2029. Current statutory duties under the Children and Families Act 2014 and the Equality Act 2010 remain unchanged and continue to apply in full. The school will monitor the progress of these reforms and update this Accessibility Plan, and related SEND policies, as further statutory guidance is published.

1. Increasing Access of Disabled Pupils to the School Curriculum

It is a core value of the school that all pupils are enabled to participate fully in the school curriculum, and in the broader life of the school. Where reasonable, accommodations are made to ensure pupils with disabilities are able to access the school curriculum. Consequently, all pupils are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would be if a pupil 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.

Issue	Action	Timescale	Responsibility
Review methods of assessment and learning support provision.	Departmental methods of assessment and learning support provision are routinely reviewed by the SENDCo to ensure consistency where practical. IPADS provide broader access.	Ongoing: Annual Review	SENDCo/Heads of Department
Review project work in practical subjects (e.g. digital literacy and art) to ensure pupils with difficulties are properly catered for.	Use of iPads and a variety of media should offer broader access in these areas. Keyboards allocated to those assessed as in need.	Ongoing: Annual Review	All staff
SENDCo ensures pupils with learning difficulties (e.g. dyspraxia and dyslexia) receive extra time to complete longer projects where appropriate.	SENDCo routinely reviews procedures and ensures appropriate action is implemented.	Ongoing: Termly	SENDCo
Provide and monitor a staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties.	SENDCo oversees a programme which can be delivered to all. School to establish and CPD programme for the school year.	2026/2027	SLT/ SENDCo

External Visits and Off-site Activities: monitor provision for pupils with disabilities on all residential visits including day, residential or overseas trips.	Deputy Head is up to date with all regulations, especially those concerning SEND, and checks the website http://oeapng.info/ regularly for up to-date guidelines regarding learning outside the classroom. He ensures that all relevant information on pupils with any special needs, including nut allergy sufferers, asthmatics and diabetes, is effectively communicated to trip organisers and leaders. Trip organisers to keep up to date with current regulations. Information on specific pupils to be disseminated by the senior first aider and to trip organisers and leaders	Ongoing: Termly	Deputy Head
Pupil knowledge and understanding – SEND & EAL.	Ensure all teaching staff are fully informed of the SEND and EAL requirements of all the pupils they teach. A SEND summary list is available to all staff at the beginning of each academic year, containing lists of all pupils and their specific SEND & EAL requirements. This is updated as needs change or new pupils join the school or change classes. Updates are provided at staff meetings where there is a regular slot for SEND issues. Updated termly - Jan 2025 and April 2025	Ongoing: Termly	SENDCo

2. Improving Access to the Physical Environment of the School

As outlined in the school context above, much thought has been put into ensuring the access arrangements in the buildings and most areas can be accessed. This needs to be subject to a full review as we take over the premises to ensure that all efforts have been made Planned actions are detailed below.

Issue	Action	Timescale	Responsibility
Acoustics	Acoustic dampening solutions to reduce noise have been fitted in some areas and this can be reviewed for future rolling out	Ongoing	Director of Operations

Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (compliant with the Equality Act 2010 and current Building Regulations Approved Document M) to benefit pupils with visual impairments. Contrast of skirting, door architraves, handrails, etc. Select furniture and equipment that is suitable and accessible for those with disabilities.	School development plan re: continuing refurbishment and upgrading of existing facilities where appropriate. Advice to be taken from architect and research. Planning for new buildings will incorporate consideration of all requirements to meet current disability and accessibility legislation, including the Equality Act 2010 and Building Regulations Approved Document M.	Ongoing	Director of Operations
Consider the accessibility of all fire exit routes for persons with restricted mobility.	All persons of restricted mobility are given a Personal Emergency Evacuation Plan (PEEP) as they enter the building, in line with the Regulatory Reform (Fire Safety) Order 2005 and the Fire Safety Act 2021. A member of staff is designated to assist in their evacuation by the most appropriate route. Usually this will be via the main reception exit. Individual Risk Assessments carried out for any staff or pupils with restricted mobility and refuge points might be indicated	Ongoing	Fire Officer

3. Improving the Delivery of Written Information to Disabled Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. 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.

Issue	Action	Timescale	Responsibility
Available written information for pupils, parents and visitors.	Enable improved access to written information for pupils, parents and visitors.	Ongoing: Annual Review	SLT with SENDCo
Ensure that reasonable adjustments are made for parents with a disability,	Adopt a proactive approach to identifying the access requirements of	Ongoing	All staff

medical condition or other access needs so as they can fully support their child's education.	parents and make reasonable adjustments where possible. Blinds have been installed to prevent glare for those with sight issues and there are lifts at each end of the building.	Ongoing: Annual Review	All Staff
Ensure all staff are aware of guidance on accessible formats.	Provide guidance to staff on dyslexia and accessible information.	Ongoing	SENDCo