

Accessibility Plan



Knowleswood
Primary School

Approved by:	Headteacher	Date: February 2026
Last reviewed on:	New plan	
Next review due by:	February 2029	

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1. Aims

This Accessibility Plan demonstrates how inclusion is embedded across curriculum, environment and communication, enabling pupils with disabilities to participate fully, achieve well over time and experience a strong sense of belonging.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Knowleswood is proud to be a supportive, inclusive school where children make progress from their own starting points. Through our comprehensive approach to inclusion, we strive to provide a secure, caring and happy environment in which all of our pupils belong, achieve and thrive.

This plan is available to download on the school website. Paper copies can be requested via the main office.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the DfE [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: Increase Access to the Curriculum

Current Good Practice	Objectives (Short / Medium / Long)	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Strategic SEND leadership and qualified SENDCo LA SEND support SCIL weekly support Commissioned Ed Psych and SALT NHS SALT, Wellcomm, ELSCEC Individualised curriculum including The Hub Learning Mentor Sensory equipment Visual aids Regulation spaces inc therapy room Targeted clubs to support social skills and regulation at unstructured times Therapeutic provision; NHS Trail Blazers, Evolve, Drama Therapy Mental health leadership; MH Champion and First Aider	Short: consistent reasonable adjustments and staff confidence in adaptive teaching. Medium: consistent inclusive practice and increased independence. Long: pupils with disabilities typically achieve well and adaptive teaching embedded.	Audit curriculum access termly Implement assistive technology Gather pupil and parent voice	SENDCo SLT Subject Leaders Class Teachers	Initial actions within 12 months; ongoing review	Sustained progress from starting points Consistent adaptive teaching. Increased independence.

Current Good Practice	Objectives (Short / Medium / Long)	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Regular SEND reviews Adapted events; Pentathlon, relaxed performances etc Medical training; anaphylaxis, asthma, gastro tube etc					

Aim 2: Improve and Maintain Access to the Physical Environment

Current Good Practice	Objectives (Short / Medium / Long)	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Disabled toilet and shower Lift Ramps Wide doors Evacuation chairs Disabled parking Regulation and therapy spaces Adaptations as required.	Short: maintain accessibility. Medium: proactively identify barriers. Long: environment anticipates need.	Annual accessibility audit Review evacuation procedures Consult stakeholders Accessible signage Continue to plan accessibility into future refurbishments.	Headteacher Trust Premises team SENDCo Governors	Annual audit	Safe and confident movement around school; no physical barriers to participation.

Aim 3: Improve the Delivery of Information

Current Good Practice	Objectives (Short / Medium / Long)	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Visual supports in classrooms Coloured overlays Website access Flexible parent consultations.	Short: accessible formats. Medium: improved communication with families. Long: inclusive communication embedded.	Review communications Provide alternative formats Flexible communication Parent feedback.	SLT SENDCo Teachers Admin Team	Within 12 months	Improved parental understanding and engagement.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Senior Leadership Team.

It will be approved by Headteacher and Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy