



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

‘Together We Achieve’

Accessibility Plan

Updated: October 2026

Next annual review: October 2027



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Knights Enham Schools

Accessibility Plan

Introduction

Knights Enham Schools is committed to ensuring the inclusive education of all children.

This plan is prepared under Schedule 10 of the Equality Act 2010 and takes account of the public sector equality duty in section 149. It applies across Knights Enham Nursery & Infant School and Knights Enham Junior School. It is informed by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, current DfE guidance and Hampshire County Council's Accessibility Strategy 2026–2029. The Equality Act 2010 provides the current framework for disability discrimination duties in schools; the former Disability Discrimination Act references have therefore been replaced.

Definition of Disability

Under section 6 of the Equality Act 2010, a person is disabled if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

“Substantial” means more than minor or trivial; “long-term” generally means lasting, or likely to last, at least 12 months. Disability and special educational needs are distinct: a pupil may be disabled without having SEN or an EHCP.

Key Objective and Principles

To ensure full access and participation in the curriculum for pupils with a disability by reducing and, where possible, removing barriers related to:

- Education and related activities
- Physical environment
- Provision of information.

The schools will meet their duties under the Equality Act 2010, including making reasonable adjustments and providing auxiliary aids and services where required. Adjustments will be considered in anticipation of barriers, reviewed with pupils and families, and will not depend on an EHCP or diagnosis. Physical access improvements are addressed through accessibility planning. This plan supports the schools' equalities policy.

Activity

Education and Related Activities

The school will...

- Continue to seek and follow the advice of Local Authority services and of appropriate health professionals
- Ensure that teachers and teaching assistants receive the necessary training to successfully teach and support disabled pupils



- Ensure lessons provide opportunities for all pupils to achieve and are responsive to diversity
- Ensure lessons involve opportunities for whole class, group, pair and individual work
- Encourage all pupils to take part in music, drama and physical activities
- Ensure that staff recognise and allow for the mental effort expended by some disabled pupils for example, during physical activity
- Ensure staff recognise and allow for additional time needed by disabled pupils to use equipment during practical work
- Ensure staff are aware of how to make suitable adaptations to activities to give disabled pupils access to an experience
- Provide access to computer equipment and appropriate technology to reduce barriers to learning
- Make school visits accessible to all pupils
- Have high expectations of all pupils
- Ensure staff remove barriers to learning and participation

Physical Environment

The school will...

- Ensure classroom organisation allows access to disabled pupils
- Consider the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises
- Allow access for all pupils in academic, social and play areas of the school including classrooms, the hall and playground
- Review ground-floor access for wheelchair users across both school sites and prioritise any remaining barriers through the premises action plan.
- Ensure that pathways and parking arrangements are safe, logical and well signed
- Maintain individual evacuation arrangements, including personal emergency evacuation plans (PEEPs) where needed, and review them when needs or locations change. Check that alarm arrangements are accessible and that staff know how to assist safely.
- Ensure visual signing is clear to all pupils with disabilities
- Reduce background noise for hearing impaired pupils
- Ensure furniture and equipment is selected, adjusted and located appropriately

Provision of Information

The school will...

- Make itself aware of local services, including those provided through the LA, for the provision of information in alternative formats when required or requested
- Provide information in accessible formats, such as plain language, symbols, large print, accessible digital text, audio or Braille, according to identified needs. Consider pupils' and families' preferences and provide information within a reasonable time.
- Deliver information to groups in ways which will be user friendly to pupils with disabilities
- Ensure that staff are familiar with technology and practices developed to assist pupils with disabilities

Welcoming and preparing for disabled pupils



The schools will make reasonable adjustments to admissions visits, open events and transition arrangements. Admission arrangements must comply with applicable admissions law and the Equality Act 2010; disability must not be used as a reason for unlawful refusal or less favourable treatment.

The schools will work with families, previous settings and relevant professionals to identify support needs and plan a successful transition. Families will be invited to share relevant information, including previous support and reports, with appropriate confidentiality. Where an EHCP names a school, the school must admit the child and cooperate with the Local Authority to secure the specified provision.

The school may need to take advice and require assessments as appropriate when assessing pupils or prospective pupils. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities Information report
- Child Protection Policy
- Teaching and Learning Policy



Knights Enham Schools Accessibility Plan

The previous plan recorded access-audit recommendations from the SENDCo, School Business Manager and Site Manager. These are retained below as historical issues requiring verification, rather than confirmed current defects or completed works. During the autumn 2026 review, these leads will check both sites, record the status and location of each issue, consult pupils and families, and agree priorities, costs and delivery dates. Immediate safety or access needs will be addressed promptly.

Increasing the extent to which disabled pupils can participate in the school curriculum

Target	Action	Success Criteria	Outcome	Time frame	Cost
Staff to increase their knowledge and understanding of the needs of disabled pupils and adapt teaching and the curriculum accordingly	Staff to receive relevant training and CPD to increase skills and knowledge to enable them to provide an appropriate learning experience for disabled pupils.	Staff will be appropriately trained.	Pupils with disabilities will have full access to the curriculum.	2026–2027; review training and access termly	Cost and funding to be confirmed by School Business Manager; subject to agreed budget and any relevant capital approval

Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services

Issue	Action	Success Criteria	Outcome	Time frame	Cost
Approach and car parking Disabled parking spaces are not as close to the building as they could be No dropped kerb at entrance to school	Move disabled space from the car park to directly outside the front of the building Contact Highways/TVBC to	Disabled car parking space will be closer to the building	People with disabilities will be able to park safely and near to the building	Verify status by December 2026; agree prioritised works programme by March 2027; review termly through 2029	Cost and funding to be confirmed by School Business Manager; subject to agreed budget and any relevant capital approval



Cars are parked blocking the dropped kerb in the car park Route from car park to building is not clearly marked Doors Door frames and doors are not contrasting colours Wheelchair users would not be seen from the other side of a closed door: staffroom, ELSA room, stock room Lavatories There is only one disabled toilet within the school situated near the front of the	arrange a dropped kerb to be put in situ Hatching to be put in front of the dropped kerb to prevent vehicles parking there Clear signs to be installed indicating the correct and safe pedestrian route Decorating to include the painting of door frames to contrast with doors Seek competent property advice on suitable vision panels or other safe visibility measures, preserving fire-door performance and privacy	Dropped kerb in place on both sides of the school gate Vehicles will not park in front of the dropped kerb Signs will be installed Doors and door frames will be easily visible. Doors will have increased visibility	People with disabilities will be better able to access the school People with disabilities will be able to travel safely from the car park to the path Visitors to the school will know and be able to follow the safest route to the building People with disabilities will be able to better differentiate the doorway Wheelchair users will be able to be seen and will be safe from opening doors Pupils with disabilities will be able to access		
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building. This is far away from the classrooms Drying facilities in the current disabled toilet are not within reach of the toilet	Create an additional disabled toilet facility on the ground floor of the teaching block Hand towel dispenser to be moved to above the sink	More than one disabled toilet facility will be available People with disabilities will be able to dry their hands from the toilet	an appropriate toilet near to their classroom There will be no danger of disabled people manoeuvring into their wheelchair with wet hands		
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Improve the delivery of information to disabled pupils, staff and visitors

Issue	Action	Success Criteria	Outcome	Time frame	Cost
Horizontal Movement and Assembly Routes within the school are not clearly signposted in a variety of formats Portable induction loop is not in use Fixtures and Fittings	Signs to be added to direct visitors from the hall toward the teaching block and toward the office Check whether a portable induction loop is available and suitable; arrange inspection/testing according to risk and manufacturer guidance, check	The school will be adequately signposted Staff will know how to use the portable induction loop Relevant locations to be signposted	Visitors will be able to find their way around Hearing impaired visitors or parents will be able to access the loop Visitors will be able to find their way around	Verify status by December 2026; agree prioritised works programme by March 2027; review termly through 2029	Cost and funding to be confirmed by School Business Manager; subject to agreed budget and any relevant capital approval



All relevant locations are not clearly signposted Information There is no tactile plan of the building Large print, Braille or audio versions of school related information are not available Means of escape There is visible fire alarm installed in some areas There are no designated and signed refuges in the event that a disabled person cannot evacuate the building	operation and train staff to use it Increase signage within the school Contact a relevant company to create a tactile plan of the building Create large print, Braille and audio versions of school information on request Assess alarm coverage and provide suitable visual or alternative alerts where required by identified needs and the fire risk assessment	A tactile plan will be created and available for visually impaired people Information about the school will be available in available in several formats There will be a visible and audible fire alarm Designated refuges to be signposted	Those with a visual impairment will be able to find their way around the premises Parents and visitors with visual impairments will be able to access relevant information about the school Those with hearing impairments will be aware of when to evacuate the building Disabled people will have a designated area to await assistance if they cannot safely evacuate		
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	Review the fire risk assessment with a competent adviser; identify suitable refuges only where appropriate, with communication and assisted evacuation arrangements and individual PEEPs				
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Implementation and review: 2026–2029

Overall accountability rests with the governing body. The Executive Headteacher oversees implementation; the SENDCo leads curriculum access and pupil consultation; the School Business Manager and Site Manager lead premises planning; the digital lead supports accessible technology and communications. Actions cover both sites and nursery provision. Individual reasonable adjustments will be implemented as needed rather than delayed until a scheduled review.

The governing body will approve the plan, receive at least annual progress reports and review it annually, or earlier following changing needs, building works, incidents or relevant guidance. The first annual review is due in October 2027; the strategic plan will be refreshed by October 2029. These are school planning dates, not new DfE deadlines. The plan will be published on the schools' website, with accessible copies available through the school offices. Pupils, parents/carers and staff will be invited to contribute to review.

Priority / action	Lead	Planned timescale	Evidence of impact
Curriculum: review adjustments, staff training and participation in lessons, trips, clubs and PE with disabled pupils and families.	SENDCo / phase leaders	Termly from autumn 2026	Training record; pupil voice; participation and learning reviews.
Premises: re-audit the historical issues above on both sites; prioritise practical adaptations, including sensory needs and outdoor spaces, informed by DfE Inclusive education estates (June 2026).	Business Manager / Site Manager	Audit by December 2026; costed priorities by March 2027; staged delivery to 2029	Site-specific audit, assigned owners and approved costs; evidence that identified barriers reduce.
Digital access: review website, documents and learning platforms; use clear headings, readable layouts and accessible formats. Enable relevant accessibility features and train staff; consider access when buying technology.	Digital lead / SENDCo / office team	Initial review by March 2027; ongoing checks	Document and website checks; user feedback; staff training and accessible procurement records.
Evacuation: verify individual arrangements and alarm accessibility with appropriate	Site Manager / SENDCo / Executive Headteacher	Autumn 2026; whenever needs change	Current fire risk assessment and PEEPs where needed; records of drills and resulting improvements.



specialist advice; rehearse staff roles.			
Admissions and transition: offer accessible visits and communication; agree support with families and relevant settings.	SENDCo / office team	Before entry and at each transition	Recorded adjustments and feedback from pupils and families.

References checked for this revision

Equality Act 2010 (sections 6, 20, 85 and 149; Schedule 10)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents>

DfE: SEND Code of Practice: 0 to 25 years (retain official title and publication year)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

DfE: What maintained schools must or should publish online (current guidance)

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

DfE: Special educational needs and disabilities: guidance for school governing boards (updated February 2025)

<https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards>

DfE: Inclusive education estates (25 June 2026)

<https://www.gov.uk/government/publications/inclusive-education-estates>

DfE: Meeting digital and technology standards – Digital accessibility (current manual checked October 2026)

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/digital-accessibility>

Hampshire County Council: SEND Accessibility Strategy 2026–2029

<https://www.hants.gov.uk/educationandlearning/send/send-accessibility-strategy>