



KNELLER HALL SCHOOL

Accessibility Plan 2026– 2027

Aim:

At Kneller Hall 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 School occupies a beautiful historic building on the banks of the River Thames. Originally built in 1842, in a Tudor Gothic-style, the building has been extended considerably over the years. The school comprises a lower ground floor (riverside) through to two/three levels above the ground floor. There are three main staircases with no lift access. Feasibility studies into putting in a lift have been completed in the past but have been unsuccessful in identifying a possible site for this. Reasonable adjustments have been made to the school to accommodate pupils' needs, for example the addition of blinds to windows for a pupil who was visually impaired. On the ground floor there are disabled toilet facilities. Dining facilities are located on the lower ground floor, but alternative catering arrangements can be made on the ground floor. Wheelchair access is available to the ground floor only. Physical access to the full range of school activities is therefore limited by the nature of the building. There is no parking on the main school site, with a small car park located a short distance away.

Strategy:

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

- the Disability Discrimination Act 1995;
- the Special Educational Needs and Disability Act (SENDA) 2001;
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015);
- the Equality Act (2010) and the Public Sector Equality Duty (2011);
- the Children and Families Act 2014;
- the school's Equality and Diversity Policy;
- Keeping Children Safe in Education, September 2026.

SENDA 2001 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 steps must be made to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. The three-year 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.

Availability:

This plan is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area and on request from the school office.

Monitoring and Review:

- This plan is subject to continuous monitoring, refinement and audit by the Principal.
- The Principal undertakes a formal annual review of this plan.

Signed

A handwritten signature in black ink, appearing to read 'Amy Cavilla', written over a light blue rectangular background.

Amy Cavilla

Principal

September 2026

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 the deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Issue	Action	Timescale	Responsibility
Develop assessment materials to monitor pupils with difficulties writing at speed.	Pupils do the Lucid Exact screening test in Years 7, 9 and Lower Sixth, which includes a section of the test looking at writing and typing speed. This is overseen by the Head of Learning Support.	Ongoing	Head of Learning Support
Review departmental methods of assessment and learning support provision.	Departmental methods of assessment and learning support provision are routinely reviewed by the Head of Learning Support to ensure consistency where practical.	Ongoing	Head of Learning Support/Heads of Department
Review project work in practical subjects (e.g. digital literacy and art) to ensure pupils with difficulties are properly catered for.	Heads of Department routinely consider schemes of work to review accessibility to content within lessons.	Ongoing	Heads of Department
Head of Learning Support ensures pupils with learning difficulties (e.g. dyspraxics and dyslexics) receive extra time (e.g. through Art Club) to complete longer projects where appropriate.	Head of Learning Support routinely reviews procedures and ensures appropriate action is implemented.	Annually	Heads of Department /Head of Learning Support/ Exams Officer
Provide and monitor a staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties.	Head of Learning Support oversees a programme which can be delivered to support staff with teaching and learning for SEND pupils.	Annually	Academic SLT/ Head of Learning Support
Provide pupils who require hearing aids with a closed-circuit relay device to be used by teachers and pupils to make the lesson more accessible for the pupil.	Head of Learning Support and the Finance Office organise closed-circuit relay devices, if required.	Ongoing	Head of Learning Support/Finance Office

External Visits and Off-site Activities – Monitor provision for pupils with disabilities on all residential visits including day, residential or overseas trips. EVC to keep up to date with current regulations and information on specific pupils, to be disseminated by the senior first aider to trip organisers and leaders.	EVC 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. EVC ensures that all relevant information on pupils with any special needs, including nut allergy sufferers, asthmatics and diabetes, is effectively communicated by the senior first aider to trip organisers and leaders. The use of the Evolve system to administer trips allows the EVC to ensure all medical information is shared with group leaders and first aiders.	Ongoing	EVC
Ensure all teaching staff are fully informed with the SEND and EAL requirements of all the pupils they teach.	A SEND Quick Look list and Learning Support Radar is available on the All Staff Team at the beginning of each academic year, containing lists of all pupils they teach and their specific SEND & EAL requirements. This is updated as needs change or new pupils join the school or change classes.	Ongoing	Head of Learning Support/SEND assistant
Ensure the needs of SEND pupils are met in public examinations.	The school follows the SEND guidance issued by JCQ regarding public examinations. This information is updated on annual basis as candidates are entered for their public examinations.	Annually	Head of Learning Support/SEND assistant/Exams Officer/Principal

2 Improving Access to the Physical Environment of the School

As outlined in the school context above, the nature of the school premises limits the extent to which physical access to the full extent of school activities can be attained for disabled children and adults. However, the school remains committed to taking appropriate steps to improve the physical environment in this regard. Planned actions are detailed below.

Issue	Action	Timescale	Responsibility
Lighting	Rolling upgrade of all classroom and corridor halogen/fluorescent lighting to LED to improve ambient light levels. Target minimum 300 LUX in classrooms, 500 LUX in the theatre and 100 LUX elsewhere.	Started Easter 2018, ongoing replacement programme	Director of Operations
Acoustics	Acoustic dampening solutions to reduce noise in school bistro have been fitted, with plans to roll this out in other areas in school including the school café.	Completed	Director of Operations
Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (DDA compliant) 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 re: educational implications by Principal, Head and the Academic Team.	Ongoing.	Director of Operations/ Premises Manager
Consider the accessibility of all fire exit routes for persons with restricted mobility.	All persons of restricted mobility are given a personal evacuation plan as they enter the building. 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. Upper floors and lower ground floor not considered safe for pupils with restricted mobility. Evacuation chairs not therefore required. Fire risk assessment will be carried out by an independent third party every two years to ensure compliance with current legislation and best practice.	Ongoing and continuing	Director of Operations in conjunction with the compliance manager Dukes Education

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
Enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SLT, teachers, admin team and Head of Learning Support
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team
Ensure all staff are aware of guidance on accessible formats.	Provide guidance to staff on dyslexia and accessible information.	Ongoing	Head of Learning Support