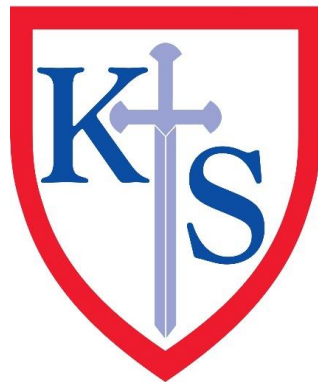


Kingsland CE Primary School

School Disability Access Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

May 2026

Kingsland CE Primary School

School Disability Access Policy

Date for full implementation: May 2026

Review date: May 2029

Introduction

Kingsland C of E School has an obligation under the Equality Act of 2010. The Governing Body has three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act (DDA:1995);

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act;

1. increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to pupils who are disabled.

The local authority has provided guidance to schools on their duties under the Equality Act, including clarification of how the reasonable adjustments duty is shared between schools and the council here:

https://www.herefordshire.gov.uk/info/200144/schools_and_education/359/accessibility_in_schools

Every local area is required to have Joint Strategic Needs Analysis (JSNA). Our local authority analysis ('Understanding Herefordshire') contains a children's needs analysis which includes section 7.4 on children with disabilities: [Joint Strategic Needs Assessment \(JSNA\) - Understanding Herefordshire](#)

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA (1995) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

- not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);
 - The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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

All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people." (SEN Code of Practice 1.24).

Some disabled children will require individualised equipment to enable access to the curriculum: smaller items such as pencil grips and writing slopes, and more specialist equipment such as height adjustable furniture, toilet seats and supportive seating. Such equipment will be provided as part of the reasonable adjustments duty (auxiliary aids). Currently the council expects schools to fund items up to £600 –

https://www.herefordshire.gov.uk/info/200144/schools_and_education/359/accessibility_in_schools

[Herefordshire accessibility strategy and plan 2023](#)

In some circumstances, NHS services also support access to the curriculum for individual pupils, including Speech and Language Therapy, Occupational Therapy (e.g. specialist seating assessment), Physiotherapy and the Child and Adolescent Mental Health Service (CAMHS).

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

- a) Educational and related activities** The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the local NHS Trusts.
- b) Physical Environment** The school will take into account 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- c) **Provision of information** The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education Health Care Plan (SEN Code of Practice 2014), or by provision paid for outside the school's resources.
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards.

Action Plan

See attached (Appendix 1)

Responsibility

In order that Kingsland C E Primary School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. Coordination and implementation is the responsibility of the Head, deputy, SENCO and all teachers.

Linked Policies

This Plan will contribute to the review and revision of related school policies e.g.

- School improvement plan
- Child Protection and safeguarding policy
- Health and safety policy
- Supporting Children with Medical Conditions Policy
- SEND policy
- Equal Opportunities policy
- Curriculum policy

KINGSLAND CE PRIMARY SCHOOL ACCESSIBILITY PLAN

2026 – 2029

Appendix 1

Action Plan Target: To improve curriculum access for pupils with disabilities and physical access to the school buildings and facilities for all people with disabilities.

Objective	What	How	When	Goals Achieved
Develop staff knowledge	Specialist CPD for all staff specific to disabilities	Identify CPD needs	Ongoing	
Develop the school site	Provide options for calm / quiet spaces	Develop sensory area	During 2026-2027 academic year	
Raise awareness	Engage with role models and have more positive images of disability around school	Identify opportunities to engage with role models	Ongoing	
Increase access to the curriculum	Access to appropriate technologies as and when required for pupils	Identify appropriate technologies which will increase access to the curriculum		
Disabled accessibility to Classes 1, 2, & 3	Ramps built onto existing doorways as part of playground redesign.	SCA funding	Summer 2029	
General Maintenance of existing areas.	1) White painting to the nosing of some steps requires renewing. 2) Colour contrasts could be improved in some areas	Premise inspection by Resources committee	Ongoing	
Main hatch to office.	a) Lower height of hatch to meet design guidelines and provide shelf. b) Lower bell for access through internal main doors	Resources committee	Summer 2029	
Internal Fire Doors held open with hooks	Consider provision of magnetic catches connected to the fire alarm system for all internal corridor doors.	Resources committee	Summer 2029	
Hygiene Room Provision	Convert existing office back into hygiene room and reinstate services.	This can be done at short notice	When the need arises	