Knowsley Junior School
Disability Equality Scheme/ Accessibility Plan

September 2025 – 2028

To be read in conjunction with Oldham Council's Accessibility Strategy 2023–2027.

1. Legal Duties

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- 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 at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This requires schools to produce an Accessibility Plan over a three-year period to increase access in three key areas, published and reviewed annually:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of the school to increase access to education and associated services.
3. Improving the delivery of written information to disabled pupils and stakeholders.

In addition, the Disability Equality Duty (2006) and Equality Act 2010 require schools to:

- Eliminate unlawful discrimination and harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled individuals.
- Take steps to account for disabilities, even if this means treating disabled persons more favourably.

In furtherance of this duty the school has:

- Involved disabled stakeholders in producing this Scheme and Action Plan.
- Published the plan.
- Demonstrated action to achieve outcomes (see Action Plan).
- Arranged to report on progress, review, and revise the plan annually.

Vision Statement

Knowsley Junior School: respecting each other, succeeding together.

Knowsley Junior School has high ambitions for all its pupils and expects them to participate in, contribute to, and achieve in all aspects of school life. As a rights-respecting school, we believe students should feel happy, safe, and valued.

The school is committed to equal opportunities as determined by the National Inclusion Statement and supports aims to:

- Set suitable learning opportunities.
- Respond to pupils' diverse needs.
- Overcome potential barriers to learning and assessment.

This Accessibility Plan complements the school's SEND Policy and is published on the school website.

School Context

We are a very inclusive school and endeavour to make all reasonable adjustments despite a building that presents some access challenges. We operate an 'open door' policy and are happy to discuss the needs of families. We are proactive in the professional development of staff regarding SEN.

The school is a single-storey building with wide corridors. All classrooms and access points are flat or have wheelchair-accessible ramps and handrails. Main access doors are wide. The main entrance has a secure lobby fully accessible to wheelchair users. There are two disabled toilet facilities; one is fully fitted with washing facilities, a physiotherapy bed, and lifting hoist.

Internal emergency signage and escape routes are clearly marked.

1A: Purpose and Direction of the School's Plan

(As per Vision Statement above.)

1B: Information from Pupil Data and School Audit

Knowsley Junior School has 22 pupils on the SEND Register. 15 are SEND Support and 7 have an EHCP.

Staff awareness of disability and reasonable adjustments is kept high through ongoing training. The school identifies and supports disabled pupils (including those with EHCPs) through regular communication with parents and the graduated response.

There is no area of the curriculum to which disabled pupils have limited or no access. Adaptations are made as required (e.g., in PE for physical impairments or science/technology for sensory impairments).

1C: Views of Those Consulted

This plan has been informed by consultation with governors, the SENDCo, senior leadership, staff, disabled pupils, parents, and external partners (e.g., educational psychologists, speech and language therapists). Consultation is organised accessibly. The SENDCo meets regularly with the SEND Governor to update on SEND matters.

2A: Increasing Access to the Curriculum

We evaluate:

- Impact of the curriculum on disabled pupils.
- Effectiveness of short-term planning and reasonable adjustments.
- Deployment of adult and peer support.
- How the curriculum promotes positive attitudes towards disability.
- Access to specialist advice.

We do this by:

- Person Centred Reviews (PCRs) carried out regularly (at least three times a year).
- Staff monitoring via tracking data, PIVATS where appropriate, and the graduated response.
- Strategic planning with QEST and Educational Psychology Service.
- Access to external agencies (OT, SALT, etc.).
- Adapted resources (laptops, tablets, enlarged print, visual timetables, multisensory etc).
- Staff training on inclusive classroom practices, Team Teach, and specific needs.

2B: Improving the Physical Environment

We have wheelchair-accessible ramps, handrails, wide doors, and two disabled toilets (one with hoist). We continually review barriers to learning and support vulnerable pupils through lunchtime clubs and adapted activities.

Recent/ongoing actions include staff training on mobility aids and risk assessments (including Personal Emergency Evacuation Plans - PEEPs).

2C: Improving Delivery of Information

Information is provided in accessible formats (large print, simplified language, audio, visual supports, etc.) according to individual needs. Staff support parents with literacy or language difficulties through oral communication and phone reminders. The school website and noticeboards are kept up to date.

3. Making it Happen – Action Plan

Aims
a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
b) To increase access for those with a disability to the physical environment, curriculum, and information.
c) To evaluate and report to parents/governors on the success of the action plan.

This plan will be reviewed annually by the SENDCo in consultation with stakeholders. Progress will be reported to governors and published on the website. Paper copies are available from the school office.

Oldham Council's Accessibility Strategy 2023–2027 link is available on the school website.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Accessibility Plan	Admissions Data	Wellbeing of child Communication	All Staff	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Passed Onto New School When Moving Computer Retains Copy of Records in Archive

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Knowsley Junior School DES/Accessibility action plan

Aims

a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information.
c) To evaluate and report to parents on the success of the action plan in meeting its targets

Action	Success Criteria	Lead Person	Timescale	Review
To continue to evaluate the effectiveness of the PCRs and 1 Page Profiles/target sheets for SEND children, ensuring staff are taking ownership and sharing target sheets with parents, children and staff, including measurable data and information.	Update and amend documents to improve as necessary. Ensure all staff update the targets and 'how' section of target sheets to ensure careful planning and specific, individualized provision. Staff to ensure contact details for parents are up to date and PIVATS/alternative measurable assessments are included. Target sheets to be shared with all staff, parents and the child within 1 week of the PCR. Continue to access new developments/share strategies at Saddleworth SENDCO meetings.	HH/ LO	Termly	At PCRs/ SENDCos to check all targets as meetings are done. One page profiles are updated in light of PCRs. SENDCos attend development days and collaborative meetings.

	All staff to assess children using PIVATS or appropriate tracking methods and report these termly. Staff to question interventions and effectiveness regularly to ensure personal targets are being met and challenged.			
Ensure parents of children with disabilities feel they have full communication and understanding of the support given in school and feel their concerns are listened to.	Continue to use the PCR as a way of communicating with parents – see above. Incorporate the child's personal evacuation plan (PEEP) – if applicable – in the PCR to reassure parents about the procedures in place.	HH/ LO to monitor – staff to implement in PCR review.	Ongoing	Parent questionnaires PEEPS to SENDCos but are accessible to all on shared drive.
Increase access to specific resources: **All staff aware of multi sensory strategies and Dyslexia friendly classroom strategies.** **Use of IWBs to support multi sensory learning. Use of visual timetable resources, pen grips, slanted boards, use of ICT, TA scribe, etc. All**	Children will find written instructions/recording their learning easier. Reduced distractions in the classroom. Reduced anxiety for children who find writing challenging.	HH/ LO to source resources and order from the SEND budget, where appropriate. Staff meeting time, consultation with outside agencies, where appropriate (ED Psych/QEST)	Monitor through SEND review meetings, annual learning walks' by HH/LO to look at top ten things in an inclusive classroom.	HH/LO conduct informal learning walks and inclusion staff meetings to refresh skills.

staff to be trained/revisit these strategies.				

Maintain effective links through the Dovestones Learning Partnership to receive effective support, share and pool resources and training.	School is able to make best use of support and pool resources and funding. Increase opportunities for staff training and sharing of expertise.	HH/ LO	Ongoing – continue to develop and foster links.	Collaborative meetings attended.
Agree and formalize systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates.	Children to continue to participate fully in Pupil Centred Reviews (PCRs) to encourage ownership and feedback of their own provision. Parents to be encouraged to participate on their own terms. Agree a more formalized procedure for when a new child with a disability joins the school – whole staff meeting arranged with appropriate professional (e.g. OT or school nurse) to explain the condition, giving staff an overview of current and long term issues that could impact on school or need future planning for.	Termly monitoring of PCRs	Ongoing	Views collected at Y3 induction and ongoing via PCRs. SENDCos have separate email address to be contacted by parents.
Ensure staff are fully trained in the use of mobility and personal	Staff working with any children who may need to use the facilities feel	Monitoring when new staff / children join.	Ongoing	

aids – including the hoist and toilet in the disabled bathroom	confident and safe when using the equipment. Relevant risk assessments completed and formalized procedures for lifting in place and agreed with parents.			
Ensure school is accessible by the main entrance for children, staff and visitors. **Investigate the possibility of fitting an automatic door on the front entrance to enable visitors with mobility to open the door independently.**	All children, parents, carers, visitors and staff feel welcome in the building from the front entrance. Investigate the possibility of a dropped curb opposite the front entrance for visitors in wheelchairs not using the carpark.	Headteacher		
Agree process to publish annual accessibility report to parents on the success of the action plan in reducing discrimination and identifying further targets. **Ensure parents and stakeholders are consulted in the review and action plan.**	Action plan and access plan to be updated on the website along with the school SEND Information Report. School currently comply with the legal requirements and are aiming to meet the 'best practice' criteria.	Headteacher, HH/LO		