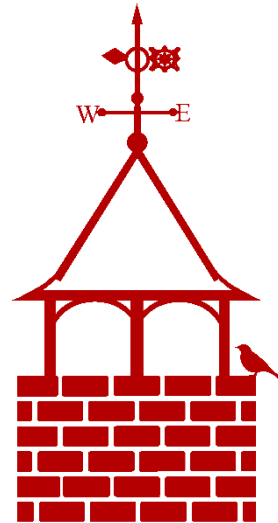


Juniper Hill School

Accessibility Plan 2026 – 2029






Kindness Enjoyment Achievement

Written March 2026 **Review Date** March 2029
Approved by Full Governing Body on 17th March 2026

Introduction

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our principles and values that relate to equality and inclusion are based on our school values.

1. **RESPECT** - We recognise and respect differences.
2. **COMMUNITY** - We promote positive attitudes and relationships, and a shared sense of belonging.
3. **COURAGE** - We aim to address inequalities and act to reduce and remove barriers that already exist.
4. **CURIOSITY** - We encourage the children to be curious about other cultures within our community and around the world.
5. **INDEPENDENCE** – We aim to equip Juniper children with the skills needed to independently make the ‘right choices’ in a diverse world.
6. **CREATIVITY** – We will be creative in our teaching and identify opportunities to educate the children about cultural diversity.

Juniper Hill School’s policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of gender, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school’s SEND Policy as well as Equality Diversity and Inclusion Policy.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is 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, staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (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.

<p>Improve classroom acoustics (carpet, panels where possible) Use neutral displays to reduce overload Provide visual timetables in all classrooms Inclusive playground equipment Quiet play zones Clear pathways and high-contrast markings (Areas for development are for children with sensory needs)</p>	<p>2026- 2028</p>	<ul style="list-style-type: none">  Look to purchase more inclusive playground equipment. As the Juniper Cabinet of their ideas.  Develop the sensory garden to provide a quiet play area that can be used all year around. Tarmac the area outside Sensory Garden / Year 6 block to allow year-round access (£8,000) 	
<p>Aim 3. To ensure ALL members of the Juniper Community have access to information.</p>	<p>2026 - 2029</p>	<ul style="list-style-type: none">  Provide documents in accessible formats (large print, dyslexia-friendly fonts, if requested)  Offer translated materials (if requested)  Use plain English in policies and letters  Ensure website meets accessibility standards (e.g., WCAG compliance)  Provide interpreters when required (if requested)  Flexible meeting options (in person/online)  Clear SEND information report updated annually  Consistent signage around school <p>NB: We have recently upgraded the website with translation options.</p>	<ul style="list-style-type: none">  Families report back in the biennial parent questionnaire they feel they are able to access information and any requests may have been fulfilled respectfully.