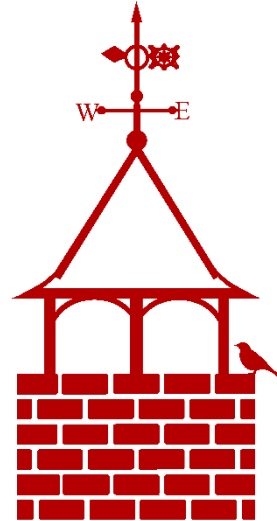


Juniper Hill School

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.

Whole School Development Objectives, align with the three key areas of accessibility under the Equality Act 2010:

- Improving access to the curriculum
- Improving the physical environment
- Improving access to information

Responsibility: Headteacher, Assistant Headteacher / SENDCo, Inclusion Governor, Juniper Cabinet, Governing Body.

Aim 1. For all children with disabilities / protected under the Equality Act 2010 to have access to the curriculum alongside their peers. (Juniper achieved an area of excellent in our Challenge Partners QAR – January 2025).	Timescale Ongoing 2026 - 2027	Actions / Resources including costs if possible. - Adapted tasks using scaffolds, visuals, manipulatives, and technology. - Use of Rosenshine Principles to support learning. - Use pre-teaching and overlearning for key vocabulary - Expand use of assistive technology (e.g., text-to-speech, voice typing tools) - Communicate with families to ensure children can participate fully in trips and visits. - Ensure additional staff are available to support with after school clubs. - School to explore becoming an ADHD friendly school.	Impact / Success Criteria - All children who are protected under the Equality Act 2010 report, through a pupil voice, they can learn successfully alongside their peers. They report they feel they belong and are achieving. - Families report, through a stakeholder feedback survey, they feel their child is achieving and thriving at Juniper.
Aim 2. For Juniper to be a full accessibly school for ALL, including staff, visitors and children. See list below. The areas to focus on are marked in red. Step-free access to all main areas (ramps, handrails) Automatic or easy-open doors where feasible Accessible toilets maintained and clearly signposted Hygiene/changing facilities if needed Clear evacuation procedures for disabled pupils (PEEPs) Create a sensory regulation space	2026 – 2027 September 2026	- Consider where it might be possible to have a sensory regulation space. This won't be a sensory room, but a space with sensory resources. - Carry out a 'noise audit' look at the cost of installing acoustic panels, if needed, in rooms around the school. - Ensure all classrooms have visual timetables	- All children who are protected under the Equality Act 2010 report, through a pupil voice, they can access ALL areas of the school environment alongside their peers. They feel calm, happy and safe in the classroom. - The school has an identified regulation space with resources for the children to use.

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)	2026- 2028	 Look to purchase more inclusive playground equipment. As the Juniper Cabinet of their ideas.  Develop the shade garden to provide a quiet play area that can be used all year around. Tarmac the area outside shade garden / Year 6 block to allow year-round access (£8,000)	
Aim 3. To ensure ALL members of the Juniper Community have access to information.	2026 - 2029	 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 NB: We have recently upgraded the website with translation options.	 Families report back in the biennial parent questionnaire they feel they are able to access information and any requests may have been fulfilled respectfully.