



KNIGHTSBRIDGE SCHOOL

Knightsbridge School Accessibility Plan 2025–2028

Introductory Statement Knightsbridge School is committed to being a fully inclusive and welcoming environment where every pupil, staff member, and visitor feels valued and supported. This Accessibility Plan outlines how the school intends to ensure equal access to education and school life for all pupils, regardless of physical, sensory, learning, emotional, or medical needs.

This plan has been drawn up for the period **September 2025 to August 2028** and will be reviewed annually, with a formal revision in **August 2028**. It is designed in line with the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice (2015). It also builds upon previous plans and practices implemented from **1 April 2021 to 31 March 2024**.

We aim to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to increase access;
- Improve the delivery of information to disabled students and stakeholders.

This Accessibility Plan supports the implementation of the following policies:

- Equal Opportunities Policy
- SEND Policy
- Health & Safety Policy
- Risk Assessment Policy
- Admissions Policy
- Disability Policy

The plan is available in alternative formats upon request, including large print or audio. Staff, parents, and students are invited to contribute to its review and ongoing development through ISP review and in meetings with parents and teams.

The overall responsibility for this Accessibility Plan lies with the Bursar, Head and the SENDCo, working collaboratively. The SENCo leads on identifying pupil needs and provision mapping; the Bursar ensures the feasibility of physical/environmental adaptations and ensures compliance; and the Head provides strategic oversight and ensures resourcing.

School Layout and Facilities

Knightsbridge School is located in two adjoining buildings and has limited disabled access due to stairs and narrow corridors. The buildings are subject to planning constraints, with the section at 67 Pont Street being Grade II listed. Restrictions do not permit the adjustment of the entryways and staircases to allow for the provision of disabled access.



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Accessible toilets - Due to the layout of the building there are no accessible toilets within Knightsbridge School. There are accessible toilets within St Columba's with lift and wheelchair access.

Children with restricted mobility are likely to be at a disadvantage, and while major structural changes may not always be possible, all improvement or refurbishment projects consider accessibility enhancements where possible.

Reasonable adjustments already implemented or under review include:

- Temporary ramps for events
- Classroom reallocation
- Timetable adjustments (including specific access arrangements for examinations)
- Adjustable interactive whiteboards
- Adjustments such as writing slopes, wobble cushions and assistive technology (reading pens, text to speech programs, laptops) are employed where appropriate

Welcoming and Preparing for Disabled Pupils

The school will request relevant information at admission to ensure appropriate support can be provided from the outset. Parents are encouraged to disclose any learning needs, medical (including mental health) conditions, or physical/sensory impairments at the earliest opportunity. Failure to share such information in a timely manner may delay the implementation of necessary support, and in some cases, could limit the school's ability to put appropriate provisions in place from the beginning of a child's education with us. Where significant needs are not disclosed, and the school is consequently unable to make appropriate arrangements, we may not be able to offer, or continue, a place for the student.

Where reasonable adjustments can be made, we will do so to meet the needs of incoming students. This may include adapting teaching methods, providing additional resources, modifying the learning environment, or liaising with external professionals where appropriate. Early disclosure of relevant information allows the school to plan effectively, ensuring that adjustments are both practical and impactful. Conversely, if information is not shared in advance, there may be a period where the student does not have full access to the support they require, which could affect their learning experience and well-being.

Admissions Review for SEND and Disability-Related Adjustments

At Knightsbridge School, the SENDCo leads on reviewing admissions for prospective pupils who may require special educational needs or disability-related adjustments. In order to ensure a holistic and well-informed approach, this process is undertaken in close collaboration with the Registrar, Bursar and Head. Together, this team assesses the school's capacity to meet individual needs through reasonable adjustments and provision planning.

This joint review includes consideration of:



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- Educational psychologist and other specialist reports
- Physical access requirements
- Staffing and training implications
- Curriculum access and assistive technology
- Budgetary or site-related feasibility (led by the Bursar)
- Strategic oversight (led by the Head)

This approach ensures that families receive clear, timely, and supportive communication, and that all reasonable steps are taken to welcome students with diverse needs into the school community.

Knightsbridge School is sensitive to families' needs and will take measures to adapt the pre admission tours within the limitations of the building. Restrictions are outlined prior to parents and children being invited to a tour.

Adapting to Individual Needs We are committed to:

- Allocating classrooms based on access needs (e.g. ground floor rooms);
- Adjusting timetables where required;
- Providing enlarged materials or coloured overlays;
- Supporting assistive technology use;
- Offering social and academic "buddies" for students with needs;
- Implementing sensory-friendly approaches where appropriate.

Accessibility Action Plan

Aim 1: Increase access to the curriculum				
Action	Timescale	Lead	Cost	Success Criteria
Identify SEND/disability on admission; gather EP/OT/SLT reports	Ongoing	Head of Learning Support	Nil	Appropriate provision in place before start of term



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Create, review, and share individual provision maps	Termly	Head of Learning Support	Nil	Teachers adapt lessons accordingly; pupils access curriculum
Offer 1:1 or small group intervention for literacy, numeracy, executive function	Ongoing	Head of Learning Support	£70–£100 per hour for 1:1 provision, and £40–£60 per hour per pupil for small group sessions.	Improved outcomes; access to curriculum
Assess and apply for Exam Access Arrangements (AAs)	Annually	Head of Learning Support / EO	£1000/year	JCQ-compliant AAs in place by Y9
Increase use of laptops, readers, scribes, rest breaks	Ongoing	Head of Learning Support	School budget	Students supported during assessments
Staff CPD (dyslexia, ASD, ADHD, EAL) incl. INSET	Ongoing	Head of Learning Support	£400–£600	Staff confidence and effective differentiation
Maintain SEN and EAL policies (aligned with latest guidance)	Annual review	Head of Learning Support	Nil	Policy embedded in staff practice
Expand curricular provision for EAL pupils	Ongoing	Head of Learning Support	TBC	Increased access and attainment for EAL pupils



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Aim 2: Improve the physical environment				
Action	Timescale	Lead	Cost	Success Criteria
Conduct annual access audit	Autumn each year	Bursar/SENDCo	Nil	Needs identified and prioritised
Include access improvements in all renovation works	Ongoing	Operations Manage	£2,000+	Handrails, ramps, room adjustments as needed
Refurb calm space/SEN intervention room 403	Summer 2026	Bursar	£1000–£3000	Students feel secure and regulated
Upgrade IWBs with height-adjustable models	Phased rollout	ICT Lead	TBC	Accessibility for all learners
Trial assistive devices school-wide (eg reading pens/speech to text)	Rolling	ICT Working Party	TBC	Technology supports curriculum access
Improve signage and wayfinding for SEN/VI needs	2025–2026	Bursar	£200/year	Clearer navigation
Aim 3: Improve delivery of information				



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Action	Timescale	Lead	Cost	Success Criteria
Ensure all written materials are available in alternative formats	Ongoing	Head of Learning Support	£200/year	Increased access for visually impaired/dyslexic students
Train staff/students to use accessibility tools	Twilight	IT Lead	£250	Tools used effectively in lessons
Centralise teaching resources on secure digital platform (VLE)	Ongoing	ICT Lead	Subscription-based	Remote/home access to all learning resources
Website review for accessibility (screen readers, alt text)	Spring 2026	ICT Lead	TBC	Full access for all users
Offer paper/digital versions of all school communication	Ongoing	Admin Team	Nil	Information accessible to all families

Monitoring and Review

This Accessibility Plan is monitored by the **SENDCo and Bursar**, with annual review and oversight by the Head and Governance Committee.

SEND, Inclusion, and Accessibility are overseen at governor level to ensure compliance with statutory duties, alignment with best practice, and effective resourcing. At Knightsbridge School, this responsibility is currently



held by Suzie Longstaff. Oversight is part of the governance structure and does not incur a direct cost to parents, being funded through the school's governance budget.

Annual review will include:

- Feedback from pupils, parents, and staff
- Review of access-related complaints/incidents
- SEND audit and provision review
- CAPEX and facilities reports

A revised plan will be published in **August 2028**.