



North Somercotes CE Primary School

Accessibility Plan

Purpose of the Plan:

The purpose of this plan is to show how North Somercotes CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils and stake holders.

Definition of Disability:

A person has a disability if he, she or they has a physical or mental impairment that has a substantial and long-term adverse effect on his, her or their ability to carry out normal day to day activities.

Legal Background:

As a result of 2010's Equality Act, we at North Somercotes CE Primary School have developed a school accessibility plan which is resourced, implemented and reviewed and revised as necessary.

This plan sets out how North Somercotes CE Primary School increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

North Somercotes CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Contextual Information:

The school building was built in 1993 and the majority of our school site and building is accessible for anyone who has a disability since it is a single storey building. The school building is fully accessible for a child in a wheelchair, as is the playground. A fixed ramp is available for access to school through the Year 4 classroom, while school also has a movable ramp that can be used at other outside doors within the school. Doorways are wide and doors can be held open with a latch. A large disabled toilet is fully accessible in the entrance area. Furniture is movable and classroom layouts are regularly adapted to be fit for purpose. The playground is fully accessible with no steps other than to the gazebo. The personnel gates at each entrance to the school are fully accessible for wheelchair users. A disabled parking space is available in the school car park. We are an actively inclusive school and will always make reasonable adjustments for any visitors who may have a disability for which we were unaware.

The Current Range of Disabilities within North Somercotes CE Primary School:

North Somercotes CE Primary School always has a population of pupils with a range of Special Educational Needs. North Somercotes CE Primary School has children with a range of disabilities:

- Autism
- ADHD
- Attachment Disorder
- Dyslexia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Epilepsy, Asthma and complex medical needs.
- Physical disabilities - Achondroplasia
- A range of learning difficulties

Increasing access for disabled pupils

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We have very close relationships with Outside Agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children attend age relevant after school clubs, leisure and cultural activities and educational visits.

Supporting Parents/Carers with accessibility issues:

We are able to support parents/carers around the school as regards accessibility through a range of methods:

- enlarged texts on emails/letters home;
- verbal communication used rather than written as appropriate;
- furniture is adaptable to be fit for purpose;

This is a working document and as such, individual needs will be considered and acted upon when necessary.

Accessibility Plan

Target	Strategy	Outcome	Timeframe	Achievement
Increasing access for disabled pupils to the school curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	To be monitored by SENCO.
All out of school activities are planned to ensure the participation of the whole range of pupils.	Use of individual Risk Assessments if necessary, to ensure inclusion of all school trips to make them accessible for all children.	All out of school activities will be conducted in an inclusive environment with providers that complete with all current and future legislative requirements.	Annual	Increase in access to all school activities for all SEND pupils.
Improving access to the physical environment of schools				
To ensure that all stakeholders can access the school environment when attending meetings.	Ensure that appropriate rooms are booked with appropriate furniture.	Appropriate rooms and furniture will be provided.	Ongoing	To be monitored by SENCO and all necessary staff.
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Regularly audit accessibility of school buildings and grounds with advice from relevant professionals. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	To be monitored by SENCO.
Improving the delivery of written information				

To ensure that all written information is presented in a way which allows disabled pupils to access the curriculum.	Professionals to provide advice about how written work should be presented, which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. E.g. Work copied onto coloured paper, coloured overlays, clutter free whiteboards, enlarged print. All reasonable adjustments identified on Individual Support Plans.	Ongoing	To be monitored by SENCO.
All written statutory documents and policies are available on the school website.	All written statutory documents and policies should be available as paper copies by request.	If there is a request for these to be altered to meet the needs of a pupil, parent or member of staff due to a sensory impairment, then appropriate advice should be sought by the SENCO on how to do this. SENCO to liaise with Sensory Education Support Team (SEST) on best strategy on how to do this.	If need is identified.	To be monitored by SEND Governor and Governing Body.

Policy Review: Summer Term 2025