







Accessibility Plan

The Nethersole CofE Academy Primary School

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Approved by:	Samantha Goode - Headteacher	Date: November 2025
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1. Aims

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.

As a Church school, we are committed to creating an inclusive environment where every child can “*let your light shine*” (Matthew 5:16). Rooted in our Christian ethos, we value and respect all members of our community, actively working to remove barriers so that everyone—regardless of ability or background—can access, participate in, and thrive within our school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also 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.

Nethersole Church of England Primary Academy is part of the Birmingham Diocesan Multi-Academy 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.

2. 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Appropriate use of specialised equipment to benefit individual students and staff.</p> <p>Inclusive breakfast club.</p> <p>Structured school and classroutines.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure participation in all areas of the curriculum and extra-curricular activities is not hindered because of a disability.</p>	<p>To ensure all out-of-school activities are planned to ensure participation of all pupils.</p> <p>Monitor access children with disability are having to extracurricular opportunities.</p> <p>Review of classrooms to check that organisation and resourcing promotes participation and independence in children.</p> <p>Monitor adult support of children with special education need and/or disability in terms of curriculum access and ensure that support is adequate and appropriate but not developing an unnecessary overreliance on adult support.</p>	<p>Headteacher SENCO PE Co-ordinator</p>	<p>November 2028</p>	<p>Reasonable adjustments are consistently made to support access to all curriculum areas.</p> <p>Pupil voice indicates positive experiences and a sense of inclusion.</p> <p>Participation rates in extra-curricular activities for pupils with disabilities are comparable to their peers.</p> <p>Staff demonstrate awareness and implementation of inclusive practices.</p> <p>Barriers to participation are identified and addressed promptly.</p> <p>Individual needs are reflected in planning and provision.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Chairs instead of sitting on the floor if needed, • Close working relationships with outside agencies eg IDS, STS 	<p>Ensure that pathways are kept clear of vegetation at all times.</p> <p>Ensure that a disabled car parking bay is allocated within the main school car park.</p> <p>Develop long-term actions in terms of school refurbishment to ensure all areas are made as accessible as possible.</p>	<p>Continue regular site reviews</p> <p>Weekly meetings with site supervisor and head teacher</p>	<p>Headteacher</p> <p>Site Supervisor</p>	<p>November 2028</p>	<p>Regular inspections ensure vegetation is managed.</p> <p>Issues are addressed promptly.</p> <p>No obstructions reported in audits.</p> <p>Clearly marked and accessible bay installed.</p> <p>Communicated to staff and visitors.</p> <p>Monitored for availability and use.</p> <p>Refurbishment plan developed and funded.</p> <p>Annual improvements made.</p> <p>Stakeholder feedback informs future actions.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille, if requested 	<p>To make available school brochure, newsletter and other written information for parents in alternative formats.</p>	<p>Ensure information is available in other formats are parents are aware of this.</p> <p>Parents able to request letters in larger print or on coloured paper if this is required.</p> <p>Letters/Information provided can be translated into different languages through adaptive technologies.</p> <p>Parents given support where appropriate to fill in forms etc.</p>	<p>Headteacher Site Supervisor SLT</p>	<p>November 2028</p>	<p>Information is provided in multiple accessible formats (e.g., large print, audio, visual aids, simplified text).</p> <p>Staff receive regular training on inclusive communication strategies.</p> <p>Individual communication needs are documented and reviewed as part of SEND support plans.</p> <p>Digital platforms used by the school meet accessibility standards (e.g., screen reader compatibility)..</p>



4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Asilah Deakin (SENCO), Samantha Goode (headteacher) and Sue Eaton (SEND governor)

It will be approved by governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy