

Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



Accessibility Plan

Reviewed: Nov 2015, Nov 2016, Nov 2018, Nov 2021, Dec 2024

Review date: Dec 2025

Statement of intent

The plan outlines how Endon Hall Primary & Nursery School aims to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which children with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to children with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account children's disabilities and the views of parents and children. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Children's parents/carers
- The Headteacher and other relevant members of staff
- Governors
- External partners

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Governing Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of children's disabilities and medical conditions.
- Establishing whether a new child has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding children's disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Special Educational Needs & Disabilities Coordinator (SENDCo) will be responsible for:

- Working closely with the Headteacher and Governing Board to ensure that children with SEND are appropriately supported.
- Ensuring they have oversight of the needs of children with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled children to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any children as a result of their disability.

3. The Accessibility Audit

The Governing Board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which children with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which children with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Governing Board will assess the extent to which children with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes children who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account children's disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Clarity is required to identify whether the current curriculum offer is fully accessible to all children	Audit of the curriculum	SENDCo, Teachers, Headteacher,	Spring 2025	Leaders and teaching staff are aware of any accessibility gaps in the curriculum	Autumn 2025
	Clarity is required to identify gaps in the skills required by staff to support children with SEND	Audit of all staff skills	SENDCo, Headteacher, external advisors,	Spring 2025	Leaders and teaching staff are aware of any gaps in skills	Autumn 2025
Medium term	Barriers to accessing the current curriculum offer may exist	Action plan targeting the removal of barriers to accessing the curriculum created	SENDCo, Teachers, Headteacher	Summer 2025	An action plan will identify barriers to accessing the current curriculum offer	Autumn 2025
	Skill gaps may exist in staffing	Action plan targeting training for staff to be created	Headteacher, external advisors, teachers, SENDCo	Summer 2025	Skill gaps in staffing have been identified	Autumn 2025
	Barriers to accessing the current curriculum offer may exist	Adjustments to the curriculum offer will be made where required	SENDCo, Teachers, Headteacher,	Autumn 2025	Barriers to accessing the current curriculum have been removed	Autumn 2025
Long term	Skill gaps may exist in staffing	Targeted training for staff to be delivered	SENDCo Headteacher, external providers, Teachers	Autumn 2025	Skill gaps in staffing have been removed	Autumn 2025

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Clarity is required to identify what elements of the physical environment are not accessible (LA currently recognises the school as partially accessible)	Audit of physical environment by the Entrust District Officer	Entrust District Officer, Headteacher, SENDCo	Spring 2025	Leaders and teachers are aware of accessibility barriers to the physical environment	Autumn 2025
Medium term	The physical environment is not fully accessible	Action plan to address accessibility barriers to the physical environment will be created	SENDCo, Headteacher, Board of Governors	Summer 2025	An action plan to ensure the physical learning environment is fully accessible will be created	Autumn 2025
Long term	The physical environment is not fully accessible	Works to ensure that the physical environment is accessible will be costed and a timeframe for works created	SENDCo, Bursar, Headteacher, Board of Governors	Autumn 2025	The works process for ensuring that the school building is fully accessible will have begun	Autumn 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Clarity is required to identify whether the information provided to children with disabilities is accessible	Review of need and audit of information which is provided to all children	SENDCo, Teachers, Headteacher	Spring 2025	Leaders and teaching staff are aware of any accessibility gaps in information delivery to children	Autumn 2025
	Clarity is required to identify whether the information provided to disabled parents/carers is accessible	Review of need and audit of information provided to all parents/carers	SENDCo, Admin staff, Headteacher	Spring 2025	Leaders are aware of any accessibility gaps in information delivery to parents/carers	Autumn 2025
Medium term	There may be adjustments required for information sharing with children	Action plan targeting adjustments required for information sharing with children	SENDCo, Teachers, Headteacher	Summer 2025	An action plan will highlight the focus areas required to ensure information to children is fully accessible	Autumn 2025

	There may be adjustments required for information sharing with parents/carers	Action plan targeting adjustments required for information sharing with children	SENDCo, Admin staff, Teachers, Headteacher	Summer 2025	An action plan will highlight the focus areas required to ensure information to parents/carers is fully accessible	Autumn 2025
Long term	Information may not be accessible to children	Adjustments highlighted in the action plan will be made	SENDCo, Teachers, Headteacher	Autumn 2025	Information shared with children will be accessible	Autumn 2025
	Information may not be accessible to parents/carers	Adjustments highlighted in the action plan will be made	SENDCo, Admin staff, Teachers, Headteacher	Autumn 2025	Information shared with parents/carers will be accessible	Autumn 2025

Monitoring and review

This plan will be reviewed on an **annual** basis by the Governing Board and Headteacher. The next scheduled review date for this plan is **December 2025**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.