

Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



Accessibility Plan

Reviewed: Nov 2015, Nov 2016, Nov 2018, Nov 2021, Dec 2024, Dec 2025

Review date: Dec 2026

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 'The Equality Act 2010 and schools'
- DfE '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
- 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	Ensure curriculum offer remains fully accessible to all children	Ongoing monitoring of the curriculum through triangulation of qualitative and quantitative data	SENDCo, Teachers, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	Leaders and teaching staff are aware of any accessibility gaps in the curriculum	Autumn 2026
	Monitor for any new gaps in the skills required by staff to support children with SEND	Audit of all staff skills to be conducted annually	SENDCo, Headteacher, external advisors	Annually (Summer 2026)	Leaders and teaching staff are aware of any gaps in skills	Autumn 2026
Medium term	Planned monitoring cycles reviewing access to the current curriculum offer are required	Monitoring cycles, documented in the SEND Action plan, will target the removal of barriers to the curriculum offer	SENDCo, Teachers, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	The SEND Action plan will monitor and target the removal of any barriers to the curriculum offer	Autumn 2026
	Planned CPD will be required to address any new skill gaps in staffing	Audit of skills to inform training plans	Headteacher, external advisors, teachers, SENDCo	Termly (Spring 2026; Summer 2026; Autumn 2026)	Planned CPD in place to address any new skills gaps identified	Autumn 2026

	Planned monitoring cycles reviewing access to the current curriculum offer are required	Ongoing termly monitoring cycles, documented in the SEND Action plan, will target the removal of barriers to the curriculum offer	SENDCo, Teachers, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	Barriers to accessing the current curriculum are consistently identified and removed swiftly	Autumn 2026
Long term	Future staff turnover may create unforeseen skill gaps	Annual audit of skills and new staff induction process to inform training plans	SENDCo Headteacher, external providers, Teachers	Autumn 2026	Skill gaps in staffing are consistently identified and addressed swiftly	Autumn 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	The Local Authority (LA) currently recognises the school as partially accessible and reasonable adjustments will be required dependent on need	Teachers will identify required reasonable adjustments with support from the SENDCo	Teachers, SENDCo	Termly (Spring 2026; Summer 2026; Autumn 2026)	Leaders and teachers are aware of accessibility barriers to the physical environment	Autumn 2026
Medium term	The LA currently recognises the school as partially accessible and reasonable adjustments will be required dependent on need	The SEND Action Plan will monitor reasonable adjustments to ensure accessibility to the physical environment	SENDCo, Headteacher, Board of Governors	Termly (Spring 2026; Summer 2026; Autumn 2026)	Reasonable adjustments will ensure the physical learning environment is fully accessible. These will be monitored through the SEND Action Plan.	Autumn 2026
Long term	The LA currently recognises the school as partially accessible and reasonable adjustments will be required dependent on need	The SEND Action Plan will monitor reasonable adjustments to ensure accessibility to the physical environment	SENDCo Headteacher, external providers, Teachers, Governing Board	Termly (Spring 2026; Summer 2026; Autumn 2026)	Reasonable adjustments will ensure the physical learning environment is fully accessible. These will be monitored through the SEND Action Plan.	Autumn 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure information provided to children with disabilities continues to be accessible	Teachers will monitor for reasonable adjustments required and record on Reasonable Adjustment Overviews. These will be monitored as part of the SEND Action Plan.	SENDCo, Teachers, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	Leaders and teaching staff are aware of any accessibility gaps in information delivery to children	Autumn 2026
	Ensure information provided to disabled parents/carers continues to be accessible	Parents and carers will be consulted about accessibility requirements and these will be recorded on a central record. These will be monitored as part of the SEND Action Plan.	SENDCo, Admin staff, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	Leaders are aware of any accessibility gaps in information delivery to parents/carers	Autumn 2026
Medium term	There may be adjustments required for information sharing with children	Class reasonable adjustment overviews will target adjustments required for information sharing with children. These will be monitored as part of the SEND Action Plan	SENDCo, Teachers, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	Leaders are aware of reasonable adjustments in place to ensure accessible information for children	Autumn 2026
	There may be adjustments required for information sharing with parents/carers	A central record will be created to record reasonable adjustments to information sharing with parents, based on their responses at the data collection point. These will be monitored as part of the SEND Action Plan	SENDCo, Admin staff, Teachers, Headteacher	Termly (Spring 2026; Summer 2026; Autumn 2026)	Leaders are aware of reasonable adjustments in place to ensure accessible information for parents/carers	Autumn 2026
Long term	Information may not be accessible to future intakes of children	Ongoing monitoring cycles; Reasonable adjustments monitored termly (via the SEND Action Plan)	SENDCo, Teachers, Headteacher	Annually (ahead of each Sept intake)	Information shared with children will be accessible	Autumn 2026

	Information may not be accessible to future intakes of parents/carers	Ongoing monitoring cycles; Reasonable adjustments monitored termly (via the SEND Action Plan)	SENDCo, Admin staff, Teachers, Headteacher	Spring 2026 (repeated annually)	Information shared with parents/carers will be accessible	Autumn 2026
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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 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.