



Nicol Mere Primary School

Accessibility Plan

Date last reviewed: June 2026

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Statement of intent

This plan outlines how Nicol Mere aims to increase access to education for pupils 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 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. 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:

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

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Completing an annual curriculum accessibility audit and to share findings with staff and senior leadership.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils 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 pupil as a result of their disability.

The site manager will be responsible for

- Completing annual audit of school grounds to ensure accessibility for all and share findings with senior leadership and headteacher.

3. The Accessibility Audit

The Headteacher, Site Manager and Senco 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 pupils 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 pupils 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 pupils with disabilities can access information on an equal basis with their peers.

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

- **Ambulatory disabilities** – this includes pupils 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, such as autism and dyslexia

The findings from the audit will be used to identify actions and will be put into an action plan. The action plan will be shared with the governing body.

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

Area	AIMS	HOW THIS IS IMPLEMENTED?	PEOPLE INVOLVED/ RESPONSIBLE	TIMESCALE
Increase access to the curriculum for pupils with a disability.	- To ensure that Nicol Mere offers a curriculum which enables all pupils to achieve and is reviewed to make sure it meets the needs of all pupils. - To ensure that all pupils have access to all areas of the curriculum; staff ensure they remove all barriers to learning. - Ensure that all recommendations from agencies and reports are implemented and monitored. - To ensure that teachers continue to plan content using a 'breakdown of learning sequence' to help incorporate small step progress for SEND children. - To ensure that every member of staff has the highest expectations of all children. - Curriculum resources include examples of people with disabilities including other protected characteristics. - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional	The curriculum is monitored and adapted when needed continuously to meet the needs of all children, ensuring the protected characteristics are taught and embedded and equality and diversity is prominent. Scrutiny of the curriculum is also welcomed via external consultants. Subject leaders and SLT monitor the quality of teaching provision using triangulation of evidence, such as book/ planning scrutiny, observation and pupil voice. Curriculum leads and Senco will work hand in hand to ensure the quality of provision for children with SEND is appropriate and adheres to the recommendations from agencies. Identified pupils to work with speech and language therapists, physio therapists and play therapists on specific programmes. Outreach support for PE for those under OT, and the specialist PE teacher differentiates the PE curriculum for physical needs and provision of differentiated skills. Follow recommendations from TESS, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered. Subject leaders also track progress for all pupils in their subject on a half termly basis, as well as the headteacher tracking progress during the termly assessment cycle. Audit current interventions and their success/impact on progress - Provision mapping and continuous class	All Classroom teachers Subject leaders SLT SENCO Teaching Assistants DSL Attendance Lead	Ongoing

	needs & interventions are carried out where needed. - To ensure staff continue to receive necessary and timely training on a range of effective strategies to support learners with SEND- focusing on key areas of need as they arise. - Raising the awareness of a range of protected characteristics and of equality via: - Staff meetings - PSHE curriculum - Assemblies - Celebrating differences/ diversity across the curriculum - producing a rounded individual that is fit for life- mentally, physically, emotionally and with a good understanding of personal safety. - school visits are accessible for all pupils (with reasonable adjustments) - Access arrangements will be made to assist pupils with access to examinations	discussions with each teacher. Impact measured from a start to end point over specific timescale. Every staff meeting is considered CPD and training, and adequate time is allocated to training specific to learning needs. All children have the opportunity to attend at least 3 school trips over the academic year in addition to the enrichment activities planned for with in the school year. These trips are chosen carefully to ensure that every child is included. Risk assessments completed on Evolve are checked thoroughly to ensure accessibility. Pastoral support for pupils in need with the Pastoral team. The access arrangements are organised effectively during the exam period and pupils are able to utilise the full range of access arrangements that they are entitled to.		
improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: Ramps, Corridor width Disabled parking bays, Disabled toilets and changing facilities Library shelves at wheelchair-accessible height	Safety checks of the full school grounds are completed daily by the caretaker on arrival in the morning. The Accessibility Audit is undertaken annually and taken to the appropriate governing committee for discussion and planned action. Disabled toilet and changing facilities are available and maintained.	All staff Site Manager Governing Body board Health & Safety Governor	Daily checks of school grounds Annual Accessibility Audit Daily and weekly checks for clear

	- Classrooms are optimally organized for all pupils. - pathways of travel around school are clear and safe; - emergency evacuation systems are set up to inform all pupils – alarms with both visual and auditory components - access to all areas is well lit - minimal background noise for hearing impaired pupils – consideration of a room's acoustics - all furniture and equipment must be selected to suit the needs of all pupils. - The car park, roads, paths around school are as safe as possible.	School policy maintains a clutter- free, tidy classroom and intervention rooms and spaces to eliminate any potential hazards for staff and in particular children with visual needs. School policy maintains, plain working walls. Weekly fire and emergency evacuation alarm testing carried out by site manager. Termly drills completed at different times of day. Disabled car parking space available.		pathways and tidiness.
improve the delivery of information to pupils with a disability.	- Ensure we provide a range of communication methods to make sure information is accessible. - Ensure we have the option to promptly make available written material in alternative formats when specifically requested. - Make it known that we can provide information in different formats upon request ie school website/ school office/ emails/dojo - Ensure the consistent use of (and the embedding of) dyslexia friendly cursive font.	Provide a range of communication methods to make sure information is accessible. This should include: - Internal signage - Large print resources - Braille - Induction loops - Pictorial or symbolic representations The class teachers and Senco will work hand in hand to ensure the quality of provision for children with SEND is appropriate and adheres to the recommendations from agencies. Resources adapted to the specific needs of the individual, including matt laminating pouches to be used	All staff Office staff	Ongoing

	Ensure that adjustments are made in exercise books, resources, external assessment resources (where appropriate and instructed) such as use of colour paper/ pens, spacing, layout, IWB page colour etc	to eliminate glare and reflectivity, specific font and font size for visually impaired pupils. Software is available to support pupils in learning. Recording devices available to support pupils with working memory difficulties. Writing slopes and aids to enhance writing position and comfort when writing. Dyslexia friendly training for key staff to support individuals. School to make itself aware of the services available for converting written information into alternative formats.		
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4. Monitoring and review

This plan will be reviewed every three years by the governing board and headteacher. The next scheduled review date for this plan is June 2029. Any changes to this plan will be communicated to all staff members and relevant stakeholders.