Netherfield Primary School

Accessibility Plan 2026-2029

Plan information	Details
Plan period	October 2026 to October 2029
Approved by	Governing Body
Date approved	To be confirmed
School lead	Headteacher and SENCO
Governor oversight	Named SEND/Equality Governor
Annual review	October each year
Next full review	October 2029

1. PURPOSE AND AIMS

Netherfield Primary School is committed to providing an inclusive, welcoming and accessible environment where all pupils, including those with disabilities and additional needs, can access, participate in and benefit from every aspect of school life. This includes the curriculum, enrichment opportunities, educational visits, extra-curricular clubs, sport, music, drama, social opportunities, pastoral support, the physical environment, communication and information.

As an inclusive mainstream school, we are committed to removing barriers to learning and participation and promoting equality of opportunity for all pupils. We recognise that accessibility is an ongoing process and that improvements may be required as the needs of our pupils and community change.

In accordance with Schedule 10 of the Equality Act 2010, this Accessibility Plan sets out how the school will, over the period 2026-2029:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to access education, benefits, facilities and services more effectively; and
- Improve the delivery of information to disabled pupils and their families where information is more readily accessible to those who are not disabled.

The school will continue to anticipate and remove potential barriers, make reasonable adjustments and develop provision through consultation with pupils, parents and carers, staff, governors, the Equals Trust, and external professionals. We are committed to ensuring that all pupils can achieve, belong and participate fully in the life of the school regardless of their individual needs, disabilities or circumstances.

2. LEGISLATION AND DEFINITIONS

This plan has been prepared in accordance with the Equality Act 2010, including Schedule 10, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0 to 25 years, and Department for Education guidance on the Equality Act 2010 for schools.

Under the Equality Act 2010, a person is disabled if 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. 'Substantial' means more than minor or trivial and 'long-term' generally means that the effect has lasted, or is likely to last, for at least 12 months.

The definition can include physical disabilities, sensory impairments, long-term medical conditions, neurodevelopmental differences and mental health conditions where the statutory test is met.

The school recognises that disability and special educational needs are related but are not interchangeable. Some disabled pupils do not have special educational needs, and some pupils with special educational needs may not meet the Equality Act definition of disability. This plan applies to all disabled pupils.

The school has a duty to make reasonable adjustments where a disabled pupil would otherwise experience a substantial disadvantage compared with a pupil who is not disabled. The school will consider the individual circumstances, effectiveness, practicality, cost, available resources, health and safety, and the need to maintain academic and other standards when deciding what is reasonable.

3. SCHOOL COMMITMENTS

Netherfield Primary School will:

- operate admissions arrangements that do not unlawfully discriminate against disabled pupils;
- maintain high expectations and provide a broad, balanced and ambitious curriculum;
- identify and remove barriers through high-quality inclusive teaching, appropriate adaptation and reasonable adjustment;
- promote independence, participation, dignity, safety and belonging;
- plan so that disabled pupils can participate in educational visits, clubs, sport, music, drama and the wider life of the school;
- value parents' and carers' knowledge of their child and respect confidentiality;
- seek and respond to disabled pupils' views;
- work with Equals Trust and relevant health, education and local authority services; and
- ensure that accessibility is considered in curriculum development, procurement, premises work and digital communication.

4. CONSULTATION AND ACCESSIBILITY AUDIT

This plan is informed by consultation with disabled pupils, parents and carers, staff, governors and relevant professionals. Consultation may include pupil voice, parent feedback, support-plan and EHCP reviews, school-council activity, staff feedback, governor monitoring and professional advice. The school will record the consultation used to inform each annual review.

The school will complete an annual accessibility audit covering curriculum access, the physical environment and access to information. The audit will consider the needs of current and prospective pupils, staff, parents, carers and visitors. It will include, where relevant:

- step-free routes, entrances, thresholds, door widths and access to teaching and social spaces;
- accessible toilets, changing arrangements and dignity;
- parking, external routes, playgrounds, fields and evacuation arrangements;
- lighting, glare, acoustics, signage, colour contrast and sensory demands;
- curriculum resources, assessment arrangements and assistive technology;
- website, digital platforms and the availability of alternative formats; and
- barriers identified through pupil, parent and professional feedback.

Findings from the audit will be prioritised according to impact, urgency, feasibility, cost and the needs of current and prospective pupils. Necessary individual reasonable adjustments will not be delayed until the next annual review of this plan.

Consultation also includes:

- pupil voice from SEND pupils
- annual reviews and support plan reviews
- parental feedback
- Local Governing Body monitoring

5. CURRENT INCLUSIVE PROVISION

Provision includes:

- Adaptive teaching approaches
- Reasonable adjustments
- Assistive technology where appropriate
- SEND support plans
- EHCP provision

- Speech and Language programmes
- PDSS SSOW
- Emotional Literacy Support
- Physiotherapy programmes
- Educational psychology advice
- Schools and Families Specialist Services involvement
- Mental Health Support Team involvement
- nurture and SEMH support such as ELSA and Cannoville Coaching
- sensory regulation opportunities
- visual timetables and communication supports
- specialist seating and equipment
- personalised transition arrangements

Provision is based on assessed need and is reviewed for its impact on access, participation, independence and progress.

6. ACCESSIBILITY ACTION PLAN 2026-2029

The school will monitor the impact of actions through pupil voice, parent feedback, attendance, participation in wider opportunities, SEND reviews, annual reviews, curriculum monitoring and accessibility audits.

6.1 Increasing access to the curriculum

Barrier / priority	Actions and intended outcome	Lead	Resources	Timescale	Evidence of success
Continue to monitor and audit curriculum accessibility across every subject.	Complete an accessibility-focused subject audit. Subject leaders identify barriers in teaching, resources, practical activity, assessment and enrichment, then record agreed improvements. Focusing on: • communication-friendly classrooms • sensory accessibility • emotionally available classrooms • independence alongside adult support • accessibility within adaptive teaching	SENCO and subject leaders	Leadership and staff meeting time	Ongoing and in place	Every subject has recorded accessibility strengths, barriers and actions. Monitoring shows disabled pupils participating in the full curriculum.
Ensure all staff receive relevant and timely training on a range of effective strategies to support learners with	Deliver annual training on disability, adaptive teaching, communication, sensory access, medical needs and	SENCO	CPD budget and staff time	Ongoing. Training delivered in response to identified pupil needs, professional recommendations and whole-school priorities.	Staff evaluation and monitoring demonstrate improved confidence and consistent application.

SEND.	accessible resources. Induct new staff.				Staff demonstrate increased confidence and competence in meeting individual pupil needs following appropriate training and professional guidance.
Continue to ensure that assistive technology and specialist resources increase access to the curriculum for all pupils.	Create an annual audit of equipment, software, training and pupil access. Implement professional recommendations and train relevant staff and pupils. Make referrals as appropriate based on needs of pupils.	SENCO and Computing Lead	Existing equipment; additional purchases subject to need and budget	When required and as needs arise.	Required resources are available, used consistently and improve independence and participation.
Ensure that all pupils have access to opportunities to wider opportunities beyond the classroom curriculum.	Use an accessibility check when planning trips, clubs, performances and sporting activities. Seek pupil and parent views and agree reasonable adjustments in advance.	Educational Visits Coordinator and SLT	Planning time; reasonable adjustment costs where required	From September 2026	Disabled pupils participate in wider opportunities; any non-participation is reviewed and barriers are addressed.
Ensure that additional adult support promotes access and independence.	Monitor deployment through learning walks, pupil voice and support-plan reviews. Provide feedback and coaching where support creates dependence or unintentionally separates pupils from peers.	SENCO and teachers	Monitoring and coaching time	Termly	Observations show support improves participation, learning and independence.

Ensure that parents/ carers who have a disability can receive and understand information and reports in a suitable format.	SLT and staff identify potentially vulnerable parents who need additional support to access information. School arrange support e.g. interpreters as required.	SLT	Cost for experts to come in as required	Ongoing	Parents/ carers will be able to access and understand information shared by the school about their child so that they can support their child in the learning and have up to date information about needs, attainment and progress.

6.2 Improving the physical environment

Barrier / priority	Actions and intended outcome	Lead	Resources	Timescale	Evidence of success
Conduct a whole-site accessibility audit	Complete and record an annual site audit covering routes, entrances, thresholds, doors, teaching spaces, social areas, toilets, changing arrangements, external areas, lighting, acoustics and sensory demands. Prioritise actions.	Headteacher and Site Manager	Premises time; capital or maintenance budget as identified	Annually or in response to need	Audit is complete, barriers are risk-rated, and agreed work is tracked to completion or included in longer-term premises planning.
Conduct signage and visual navigation requirements	Audit signs with pupil and parent input, ensuring clear wording, consistent symbols, appropriate positioning and high contrast where needed.	Headteacher and Site Manager	Premises budget following audit	Annually or in response to need	Pupils and visitors report greater confidence navigating the site; identified signs meet agreed standards. Signage meets legislative requirements.

Emergency arrangements must reflect individual access needs.	Identify pupils, staff and regular visitors requiring a Personal Emergency Evacuation Plan. Review plans after drills, changes in need and at least annually.	Headteacher, SENCo and Site Manager	Staff complete PEEP each new academic year and review termly	Termly	Current plans are available and drills show that evacuation can be completed safely and with dignity.
Future building work must improve or maintain accessibility.	Include an accessibility impact check in every refurbishment, procurement or premises proposal and seek specialist advice for significant projects.	Headteacher, Site Manager and governors	Project-specific	For every project, 2026-2029	Project records demonstrate that accessibility was considered before approval and avoid creating new barriers.

6.3 IMPROVING ACCESS TO INFORMATION

Barrier / priority	Actions and intended outcome	Lead	Resources	Timescale	Evidence of success
Ensure information is accessible to pupils and families with differing communication needs.	Provide information in alternative formats where required, including large print, visual supports, symbol-supported information, translated materials and verbal explanations.	SENCO and Business Manager	As required	Ongoing	Families report they can access and understand school information.
Ensure digital content is accessible.	Monitor school website, newsletters and electronic documents for accessibility and compliance.	Business Manager	n/a	Ongoing	Website and documents meet accessibility requirements.
Ensure communication supports are in place for pupils requiring them.	Use visual timetables, communication boards, symbols and AAC as identified through SEND support plans	SENCO and class teachers	As required	Ongoing	Pupils access learning and communicate more independently.

	and professional advice.				

7. IMPLEMENTING INDIVIDUAL REASONABLE ADJUSTMENTS

The accessibility action plan does not replace the school's duty to respond to individual need. Where a disabled pupil may be placed at a substantial disadvantage, the school will:

1. identify the barrier and gather the pupil's and parents' views;
2. consider relevant professional advice and effective possible adjustments;
3. agree responsibilities, resources, timescales and review arrangements;
4. record and communicate the adjustment to relevant staff;
5. monitor whether the adjustment improves access, participation, safety and independence; and
6. revise the arrangement promptly where it is not effective.

8. MONITORING, REPORTING AND REVIEW

The Headteacher is accountable for implementation. The SENCO coordinates curriculum and pupil-related accessibility work. The Site Manager leads agreed premises actions. Subject leaders, teachers, teaching assistants, administrative staff and activity leaders implement actions relevant to their roles. Governors provide oversight and challenge.

Progress against the action plan will be reviewed termly by school leaders and reported to governors at least annually. Monitoring evidence will include completed actions, accessibility-audit findings, curriculum monitoring, participation information, pupil voice, parent feedback, complaints or concerns, support-plan and EHCP reviews, staff feedback and evidence of resource use.

The plan will be reviewed annually and updated sooner where there is a significant change in pupil need, professional advice, premises, technology, legislation or guidance. A full plan will be prepared and published at least every three years.

9. PUBLICATION, COMPLAINTS AND LINKED POLICIES

The plan will be published on the school website. Paper and alternative-format copies will be provided on request. Concerns about accessibility should normally be raised with the school promptly so that barriers can be addressed. Formal concerns will be considered through the school's complaints procedure.

This plan should be read alongside the SEND Policy and SEND Information Report; Equality Information and Objectives; Admissions arrangements; Curriculum, Teaching and Learning, Behaviour, Safeguarding and Child Protection, Health and Safety, Supporting Pupils with Medical Conditions, First Aid and Educational Visits policies; the School Improvement Plan; and relevant emergency evacuation procedures.

Annual review record

Review date	Consultation and evidence considered	Progress and amendments	Reported to governors
October 2027			
October 2028			
October 2029			