Accessibility Plan

Date of approval – Trust Board	May 2026
Name of School	Somerdale Educate Together Primary
Date of approval – Local Governing Board	October 2026
Review date:	October 2027

1. Statement of intent

1.1 This plan outlines how Somerdale Educate Together Primary 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).

1.2 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.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

2. Legal framework

2.1 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'

3. Roles and responsibilities

3.1 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.

3.2 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.

3.3 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.

3.4 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.

4. The Accessibility Audit

4.1 The governing board will undertake an 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.

4.2 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 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

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

4.4 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.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Ensure all classroom environments are incorporating all aspects of the ETAT environment core offer.	Audit of classrooms	Headteacher, teachers, SENCO	Autumn 2026	School leaders and teaching staff are aware of the accessibility gaps in the classroom environment.	Autumn 2027
	Staff members have varying knowledge and experience in how to support pupils with additional needs through adaptive teaching within lessons.	INSET provided to staff members Training for teachers on adaptive teaching	Headteacher, SENCO, teachers	Spring 2027	Staff members have the skills to support pupils with SEND. This will be evident in learning walks, planning and within pupils' books.	Spring 2028
Medium term	Ensure the graduated approach is consistently embedded across the school so that targets set within learning plans for pupils on SEND Support are targeted to individual's needs and progress is achieved.	SENDCo coaching sessions with teachers happen termly on a 1:1 basis. SENDCo to audit SEND support plans 3 x per year as part of monitoring. SMART Target training for teachers. 3 x termly staff meetings to revisit the graduated approach.	Teachers, SENCO	Autumn 2026	The graduated approach will be consistently embedded and targets that are set within learning plans are specific, measurable and with clear entry and exit data. Audit monitoring will demonstrate improvements for each teacher in at least 3 key areas.	Summer 2028

Long term	Staff need further clarity on the key objectives for foundational subjects so that pupils with SEND receive targeted support to achieve these.	Knowledge organisers are adapted and key objectives are highlighted. Subject leaders work with curriculum lead to identify priorities.	Subject leaders, curriculum leader, Headteacher, SENCO	Spring 2027	Key objectives for foundational subjects are clear and all pupils receive the appropriate support and provision to achieve this.	Summer 2029

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	The school environment was adapted to support children with visual impairments when they joined the school in September 2023. This needs to be continually reviewed to ensure all adaptions are effective and staff quickly identify if any need replacing.	Audit of physical environment with a specific focus on reviewing the adaptions made to support visually impaired students across the school.	Headteacher, SENDCo, Teachers,	Autumn 2026	Learning environment is accessible to pupils with visual impairments and adaptations are continually reviewed.	Summer 2027
	Sand pit within the reception outdoor learning area needs to have high contrast colours placed around the edge to increase visibility.	Sand pit has adaptations made to it to increase visibility for children when entering and exiting the provision.	School Caretaker SENCO EYFS Teachers and EYFS Lead	Autumn 2026	Sand pit within the reception outdoor learning area has the correct colours placed around the edge to increase visibility.	Spring 2027.

Medium term	Changing facilities to be reviewed for children who need intimate care support. Intimate care policy to be updated and the relevant training on updates provided to staff.	Updated intimate care policy and individual plans. Updated intimate care training for staff working directly with pupils who need it.	SENCO New Trust Inclusion Lead for ETAT	Autumn 2026	Pupils have appropriate and accessible changing facilities and intimate care support.	Spring 2027
Long term	Continual adaptions to be made to the environment for children with visual impairments as they move through the school.	School leaders to continue to work in collaboration with external agencies to identify adaptions that need to be made to the environment as individuals move through the school.	Headteacher, SENCO	Autumn 2027	Collaboration with other professionals mean that the school environment is fully adapted and accessible for children with visual impairments.	Autumn 2028

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure that all communications with parents/carers carefully consider British Dyslexia Association (BDA) guidance.	Central templates for communications created that follow BDA style guidelines.	SENCO	Autumn 2026	All communications provided to parents/carers are fully accessible with BDA style adaptations.	Autumn 2027
Medium term	Ensure that all teachers consistently use British Dyslexia Association (BDA) guidance within lesson slides and handouts. Teachers must ensure that all lesson materials are accessible for children with specific literacy difficulties.	BDA style guide training for all staff. Review of adaptions made within learning walks and SEND Audits.	SENCO Leadership Team	Spring 2027	All lesson slides and handouts are fully accessible to children with specific literacy difficulties.	Summer 2028
Long term	Ensure school website is accessible to the school community.	Audit of website	SENCO Computing Lead	Summer 2027	Website is fully accessible	Summer 2028