



Approval by:	Local Governing Board
Date of approval:	January 2023
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Updated	July 2023, July 2024, July 2025, April 2026

1. Statement of intent

- 1.1 This plan outlines how Somerdale Educate Together Primary School 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.

Curriculum

Objective 1: Increase the extent to which disabled pupils can participate in the curriculum		
Next steps (SMART)	By when?	Who will lead?
<p><u>Embed and consolidate the following:</u></p> <p>High Quality Teaching and an Inclusive learning environment Ensure all staff have carried out a self-audit in relation to the ETAT High Quality Teaching overview (which includes our Core offer for each classroom) and identified one area to have further developed by the end of the year during their Professional Development Review. <i>(Evidence to be found in PDR paperwork)</i> After completing a SENCO led audit linked to the High Quality teaching document, identify one area of provision to consolidate collectively as a school each year. <i>(Evidence and specific areas which have been developed to be recorded in SENCO action plans and reviews)</i></p> <p>Graduated approach (asses, plan, do review) to SEND support</p> <ul style="list-style-type: none"> Audits on Graduated approach to SEND support and for section F to be carried out as a baseline <p>Audit scores to have improved by at least 1 point for 3 key areas e.g. reviewing targets or identification of need This process will fluctuate due to changes in staff but school will ensure clear expectations and specific goals for continuous improvement are always set.</p> <p>Liaison with external professionals Continue to work closely with external professionals, parents/carers and the child to implement and review specific, therapeutic provision for any children with disabilities – all therapeutic programmes to be consistently running and set up within two weeks of school team receiving programme and training.</p>	<p>Reviewed July 2023, 2024 and 2025, 2026 – see PDRS and SENCO action plans</p> <p>Reviewed 2024, 2025, 2026 See audit summaries and SENCO action plans</p> <p>Reviewed each July (continuous target due to potential staff changes) See reports and intervention records</p>	<p>Line Managers</p> <p>SENCO</p> <p>Director of Inclusion</p> <p>SENCO</p> <p>SENCO</p>

Physical Environment

Objective 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided		
Next steps (SMART)	By when?	Who will lead?
<ul style="list-style-type: none"> To improve signage across the school to ensure pathways, routes and spaces are well signed Ensure movable furniture in main entrance does not obstruct wheelchair access 	<p>July 2023 Completed (reviewed 2024,25) Feb 23 Completed</p>	<p>School SENCO Chris Thomas-Unsworth Chris Thomas-Unsworth</p>
Replace edging on external steps with brighter colour as recommended by Martyn Arthur (Habilitation Specialist for NT)	<p>July 23 Completed</p>	<p>School SENCO Chris Thomas-Unsworth</p>
Edging tape to be replaced on the external steps due to fading throughout the year.	<p>September 2026</p>	
Ensure gates within the Early Years outdoor learning environment have the side of opening clearly painted to support child with visual impairment as recommended by Martyn Arthur (Habilitation Specialist for NT)	<p>September 2023 Completed</p>	<p>School SENCO Chris Thomas-Unsworth</p>
Blinds and sails to be installed within the entrance atrium to limit the amount of light input.	<p>Autumn 2023 Completed</p>	
Heat detectors to be moved below the sails so that they can work correctly without sail barriers.	<p>Autumn 2024 Completed</p>	<p>Chris Thomas-Unsworth</p>
Sand pit and climbing equipment within the reception outdoor learning area to have high contrast colours placed around the edge for visibility.	<p>July 2026</p>	
Sails to be installed throughout the Y1- Y6 corridor to limit the amount of light input as recommended by Martyn Arthur (Habilitation Specialist for NT)	<p>September 2024 Completed</p>	

Information

Objective 3: Improve the availability of accessible information to disabled pupils		
Next steps (SMART)	By when?	Who will lead?
<ul style="list-style-type: none"> All staff to embed communication friendly approaches in their classrooms and around the school All staff to have the skills to use a Total Communication approach (words accompanied by pictures, symbols, visuals, signing, use of assistive technology) as needed for pupils who have Speech and Language needs. All staff to ensure visually presented information is compliant with British Dyslexia Association guidelines 	<p>Implementation and training for each Step by July 2023. Reviewed 2024,2025</p> <p>Further consolidation with the aim of being consistently embedded throughout the school by July 2026. Whole School dyslexia training 2026 SDP focus on practice relating to dyslexia 2025, 2026.</p>	School SENCO

Appendix one: Audit tool for physical access and accessibility of information April 2026

Physical access audit					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways, routes and spaces logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			Classrooms tight but flexible
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			
8	Are there any barriers to easy movement around the site and to the main entrance?	✓			
9	Are steps needed for access to the main entrance?		✓		Gently sloping path as alternative

10	Do all steps (internal and external) have contrasting colour edging?	✓			No internal steps. External steps are beige with black edging. Could be brighter.
11	If there are steps, is a ramp provided to access the main entrance?	✓			See 9
12	Is there a continuous handrail on each ramp and stair flight and landing?			✓	No external handrail but sloped path rather than ramp.
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
15	Do all internal doors allow a wheelchair user to get through unaided?		✓		Wide enough but quite heavy so would need help to open
16	Do all the corridors have a clear, unobstructed width of 1.2m?	✓			Wide enough but movable furniture in main entrance eg book displays can make it tight
17	If no, is an alternative wheelchair accessible entrance provided?			✓	
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible Changing rooms?	✓			
20	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			✓	
21	Is there a continuous handrail on each internal stair flight?			✓	
22	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			✓	
23	Is it possible for a wheelchair user to use all the fire exit from the areas to which they have access?	✓			
24	Are non-visual guides used to assist people to use the buildings?		✓		
25	Could any of the décor be confusing or disorientating for students with disabilities?		✓		
26	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			

27	Any hearing impaired children and adults are accompanied and would be visually notified.	✓			
28	Is a hearing induction loop available (either fixed or portable) in the school?	✓			
29	Are there changing facilities for children who need intimate care support?	✓			

Auditing pupil's access to the curriculum and the availability of accessible information.

Please refer to the SEND information report with links to our document on High Quality teaching and core offer expectations within each classroom. [Click here.](#)

Staff members are asked to carry out a self-audit of the High Quality Teaching document (including the core offer) and set individual goals as part of their Professional Development reviews. School staff then work to support individual staff members in meeting these goals. In addition, our SENCO team carries out a whole school audit and selects one area from the High Quality Teaching document to work towards as a whole school each year. In this way, we ensure that we are continuously embedding our approach to equality-based and learner-centered education.

Appendix two: UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect