Annesley Primary and Nursery School Accessibility Policy and Plan 2026-27

Date agreed: Autumn 2026

Review date: Autumn 2027

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head at Annesley Primary and Nursery School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document. At Annesley Primary and Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Annesley Primary and Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Annesley Primary and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. 4) Annesley Primary and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

• Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

• Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

• Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. 5) Annesley Primary and Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with

reference to the Equality Act 2010. 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives Our Aims are:

- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and families Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening. Physical Environment Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times

for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are not any parts of the school to which disabled pupils have limited or no access at the moment. Curriculum There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. Information Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitor includes 6 dedicated disabled parking bays at the front of the school. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. There are disabled toilet facilities available. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation:

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority

6. Monitoring and Review

This policy will be reviewed on an annual basis with minor changes made as appropriate. A full review will be carried out every 3 years

Increasing access for disabled pupils to the school curriculum

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Continue to increase confidence of all staff in adapting the curriculum to cater for the individual needs for pupils with SEND.	SENCO & Head Teacher	Be aware of staff training needs on quality first inclusive teaching. Assign CPD for teachers and teaching assistants.	Training resources.	Ongoing and as required.	Raised staff confidence in strategies for curriculum adaptation and increased pupil participation.
Ensure accessibility of access to ICT equipment and Assistive Technology.	SENCO ICT Coordinator SIS Technology lead teacher	Alternative equipment in place to ensure access to ICT resources. SENCO to seek advice from SIS Assistive Technology Team. Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.	Funding if needed. Software may be required. Liaison with VI / HI teams.	Ongoing and as required.	ICT available, where appropriate, to meet the needs of children as appropriate.
All educational visits to be accessible to all.	EVC/ Headteacher	Ensure that staff follow guidance on making trips accessible for all.	Wheelchair accessible mini-bus.	As required.	All pupils in school able to access all educational visits and take part in a range of activities. Transport to be accessible for all.
Pupils will have the current specialist seating to support their access to the curriculum.	SENCO Occupational Therapy PDSS	SENCO to work with Occupational Therapy and PDSS to ensure that specialist seating is provided (where necessary). SENCO will ensure that staff have been suitably trained on how to use specialist seating equipment.	Specialist seating and mobility equipment. Training – PDSS.	Ongoing and as required.	Specialist seating and mobility equipment, where appropriate, to meet the needs of children as directed by medical professionals.
Pupils will have their medical needs met at school.	Head Teacher SENCO Class teachers TAs Medical professionals	Pupils with allergies will have a medical care plan. All staff in school will know where these care plans can be found. All staff are aware of the child's individual needs, and what constitutes an emergency. Pupils with diabetes will have a medical care plan. A care team (of at least two people) will lead on the daily care requirements, as directed by the diabetes nursing team. Pupils with epilepsy will have a medical care plan. All staff in school will know where these	Medical training from appropriate team. Medication to be held in school. Medical Care Plans.	Ongoing.	All pupils will have their medical care needs met and managed.

		care plans can be found. All staff are aware of the child's individual needs, and what constitutes an emergency.			

Improving access to the physical environment of the school

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
The school SLT are aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	SENCO Headteacher.	To create access plans and personal emergency evacuation plans (PEEP) for individual disabled pupils as part of the inclusion process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	Admissions pack	As required.	Access plans in place for disabled pupils and all staff aware of pupils' needs. All staff, parents and governors feel confident their needs are met. Parents have full access to all school activities. Interpreters have attended parent events.
Layout of school to allow access for all pupils to all areas.	Headteacher / governors	Consider needs of disabled pupils, parents/ carers or visitors. School site plan is available in the school office. Lifts are available where a small number of steps are needed to access areas within school. All outdoor paths are suitable for disabled access.	Allocation of building funds as appropriate. Seek guidance from Nottinghamshire County Coouncil school access team.	As required.	Buildings are accessible by all.
Ensure access to all communal pupil areas.	Headteacher/ governors/ site manager / PDSS.	Lifts are available to the school hall and to Foundation Stage. Disabled parking arrangements are in place to support pupils, parents and visitors.	Allocation of building funds.	February 2026	Disabled pupils are able to access all of the school site.
Ensure all disabled pupils can be safely evacuated.	SENCO/ Headteacher	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	PEEP	As required.	All disabled pupils and staff working alongside are safe in the event of a fire.

Ensure hearing equipment in classrooms to support hearing impaired	LA Hearing Impaired team.	Seek support from SIS Sensory, Vision and Hearing team on the appropriate equipment.	Advice and support from Teacher of the Deaf.	Ongoing.	All children have access to the equipment.
Ensure all disabled pupils have appropriate arrangements for physical and intimate care.	SENCO/ Headteacher PDSS	A disabled access toilet is available. A disabled access hygiene suite is available with a height adjustable plinth. Personal and intimate care plans are in place for relevant pupils. Staff supporting pupils with Personal and Intimate Care plans have been appropriately trained.	PIC plans. Training and resources from PDSS.	As required.	All pupils, adults and visitors to school will have access to disabled hygiene facilities. Pupils' intimate care needs will be met safely, effectively and considerately.

Improving the delivery of written information to disabled pupils, staff, parents / carers, governors and visitors.

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Office Manager/ Admin Team	Provide information and letters in clear print and without jargon (as appropriate). Upload to Class Dojo or send via email so that parents can use 'text to talk' if needed. School office / SENCO will support and help parents to access information and complete school forms.	Class Dojo	During induction/ ongoing.	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	SENCO/ Teachers	Provide suitably enlarged, clear print for pupils and stakeholders with a visual impairment. Seek advice from the VI team as appropriate.	Photocopiers.	As required.	Accessibility to reading materials for all.
Ensure written materials are presented in a way that is accessible by all pupils.	SENCO	Use of Widget and assistive technology (text to talk) throughout school.	Widget. Pupil ipads.	Ongoing.	Accessibility to reading materials for all.

Annual review information to be accessible as possible.	SENCO	Any child's plans to be shared with the child and family (verbally and written).		Ongoing.	Staff more aware of pupils' and parents' preferred method of communications.
Languages other than English to be visible in school and key messages to be translated into first language.	SENCO	Information to be translated for parents. ● Send written information via Class Dojo (translation feature). ● School prospectus and key information available in parents' first language.	Admin resources.	Annually.	Confidence of parents to access their child's education. Raise awareness of MFL within school.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	SENCO	Access to translators as needed. Sign language interpreters to be considered and offered where possible.	Electronic and in-person translators.	As required.	Pupils and/or parents feel supported and included. Communication between school and pupils and parents enhanced.