Nansen Primary School

Accessibility Plan 2026 – 2029



Accessibility plan

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Nansen Primary School

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Policy Status and Review

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Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Nansen Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Nansen Primary School we are committed to ensuring equality of opportunity and the absence of unfair discrimination is provided for all stakeholders in line with the Equality Act 2010. Through our 'Equality and Diversity' we aim to demonstrate this equality of opportunity through all aspects of school life by removing barriers to learning and success through our work in the classroom, our pastoral and inclusion support systems, out of hours learning opportunities, our links with the wider community and our recruitment and retention of staff.

Our vision is to develop a school community where children can enjoy a welcoming, secure, happy and healthy environment, where all members can develop self-confidence, self-esteem, self-motivation, independence, compassion, tolerance and understanding of others.

The plan will be made available online on the school website, and paper copies are available upon request.

Nansen Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Nansen work within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

3. Action plan

Improving participation in the curriculum					
Priority	**Lead Strategy**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Effective communication and engagement with parents	SENCo Outside agencies	Termly meetings with parents/carers Termly consultations ILP / Annual Review meetings with SENCo Half termly coffee mornings	Time allocation Refreshments Outside agencies time	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning. Parents have the knowledge to make informed decisions regarding their children's education.
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse/Outside agencies (LLSS, CAT, EP)	Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc Autism awareness training Pupil and school support training – barriers to learning Toolkit tracker training Widgit training and how to scaffold learning	Training time Allocated time for interventions.	In place and ongoing. School nursing team booked in yearly. Regular half termly outside agency support.	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENCo/SLT/OT	Strategic deployment of support staff/intervention teacher Use of ICT, eg: widgit & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra. Resources to support EAL access. Ensure specialist equipment (eg: hearing aids) is checked daily and seek	Specific apps to support learning on chrome books and I pads. Other resources as required for individual pupils following advice from the occupational therapist.	In place and ongoing	Positive impact on pupil progress. Barriers to learning are removed. Aids used to support individual concentration and engagement in all lessons. All lesson accessible to all children regardless of individual need.

		advice if needed (eg: from Sensory Support) Trained occupational therapist champion.			
Adaptations to the curriculum to meet the needs of individual leaner	SENCo/SLT/Pastoral/lead DSL	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through touch type Programme Use of access arrangements for assessment/National tests Daily Independent speech therapist termly Occupational therapy/Sensory Bespoke curriculum planning	Independent speech therapist termly Occupational therapy/Sensory fortnightly Effective pastoral team CAT and PSS support	In place and ongoing	Needs of all learners met enabling positive outcomes for all.
Improve educational experiences for visually impaired pupils	SENCo	Consult Sensory Support Team Use of magnifiers/Braille keyboard/enlarged reading materials, darken lines in books, touch typing etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced. Trained staff in touch typing.
Improve educational experiences for hearing impaired pupils	SENCo	Daily maintenance and use of radio aids when required. Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team. Hearing aid batteries available as required.	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT/SENCo/Club staff	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements. Additional adults to support as needed	Any specialist equipment needed to allow a child to access a club Additional adults.	In place and ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
Improving the physical environment					
Priority	**Lead Strategy**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Provision of wheelchair accessible toilets	Site team/SENCo	Maintain wheelchair accessible toilets with clinical waste bins	Upkeeping cost and maintenance	Ongoing	School will be as fully accessible for wheelchair users as possible.

		Lift maintained with keys accessible at all times.			
Access into and around school and reception to be fully compliant	Site team/HT	Designated disabled parking Wide doors and corridors Clear route through school	Upkeeping cost and maintenance	Ongoing	School will be accessible for all regardless of disability.
Improvements to help the visually impaired	Site team/HT/SENCo	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost to put in place and maintain	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	Site team/HT/SENCo	Install hearing loop/sound field when necessary. Alarm linked to fire alarms	Cost to put in place and maintain	In place and ongoing	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Site team/HT	Signs indicate disabled parking bay and wheelchair friendly routes around school.	Cost to put in place and maintain	In place and ongoing	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Site team/HT	Ensure that pathways are kept clear of vegetation	Upkeeping cost and maintenance	Ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Site team/HT	Awareness of flooring, furniture and layout in planning for disabled pupils. Maintenance of the lift with keys accessible at all times.	Upkeeping cost and maintenance	In place and ongoing	People with disabilities can move safely around the school
Access to accessibility toilets for all adults and children.	Site team/HT/SENCo	Training on using the changing bed appropriately. Clear access to the changing bed and access to the disabled toilets. Intimate care policy in place.	Upkeeping cost and maintenance	In place and ongoing	All toileting needs will be catered for with full access to meet needs of the individual.
Improvement of parental engagement					
Priority	**Lead Strategy**	**Strategy / Action**	**Resources**	**Timescale**	**Success Criteria**
Availability of written material in alternative formats	SENCo/SLT/Office	Newsletters to be emailed to parent/carers to Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Contact details and cost of translation / adaptation	Ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for all with visual impairment	SLT/SENCo	Seek and act on advice from sensory support advisor on individuals' requirements.	Loan/purchase costs of magnifier or another	Ongoing as needed	Appropriate access to all school documentation.

		Use of magnifier where appropriate Ensure large, clear font used in documentation	specialist equipment.		
Ensure parents understand the children's needs and how to access help and support as needed.	SLT/SENCo/Outside agencies	Half termly coffee morning. Regular parent meetings. Open door policy.	Refreshments Outside agency time.	In place and ongoing.	All parents are well informed and feel empowered to support and access support for their children.