



Nettlesworth Primary School Accessibility Plan 2026-2027

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum. Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Sept 2027	To identify pupils who may need additional to or different from provision for Sept 27 Intake	July 2027	DHT EYFS teacher & TA SENDCO	Procedures/equipment/ ideas set in place by Sept 2027
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2026/27	DHT All Teachers & TA's	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel Multi agency meetings where necessary Designated person for liaison with external agencies	Ongoing throughout 2026/27	DHT/SENDSCO TAs Outside agencies	Clear collaborative working approach School represented at all necessary meetings
To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives	Ongoing	Teachers SENDCO Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Any necessary equipment/ adaptations in place for

	offered. • The use of scerts levels to assist in developing learning opportunities for			children with physical
	children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy		difficulties	

Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENDCO	Progress made towards Support Plan targets Provision mapping clear and detailed Pupil progress reviews- clear steps and progress made
To monitor attainment of High Attaining pupils particularly those on SEND register	Policy and MAGT records to be updated MAGT booster groups/activities	Termly	MAGT co-ordinator Class teachers	MAGT children making proportionate progress. Achieving above average results

Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENDCO SEND Governor	Governors fully informed about SEN provision and progress
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2026/27	HT All subject leaders	All policies clearly reflect inclusive practice and procedure

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure that the physical environment of school meets the needs of all members of the school community	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Ensure that there is sufficient space for children and adults with movement support aids to navigate their way around classrooms and school.	Ongoing	SLT Teachers TA's	All aspects of the environment accessible to all where reasonably possible.
Ensure visually stimulating environment that is accessible for all	Displays in classrooms that support and enhance learning. Text that is large and clear enough to be read easily Displays that are representative of a range of needs and abilities Use of communicate in print resources around the environment if necessary Labels supported by pictures/ photographs	Ongoing	SLT Teachers TA's	Accessible environment maintained.
Ensuring that the physical environment of the school does not restrict children/ people with a disability	Create access plans for individual children as part of the School Support process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met	With immediate effect, to be constantly reviewed	SLT Teachers TA's	Enabling needs to be met where possible
	in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events			
To ensure that the medical needs of all pupils and staff are met fully within the	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update policies on managing medical needs in	With immediate effect to be constantly reviewed	SLT Designated person for Medication & First Aid (KP & DL) All Teaching staff	To ensure that the medical needs of all pupils are met fully within the capability of the

capability of the school.	school in line with the LA Ensure up to date First Aid and Managing Medicines in schools training for designated staff		paediatric first aiders Occupational health	school.
Ensuring disabled parents have every opportunity to be involved	Ensure support for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents with low levels of literacy skills who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links and accessibility to support groups	School to continue to have strong links with schools and organisations in Durham Authority and the wider community. Specific guidance to parents to refer	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community
Direct them to the Local Offer and support to access Family Information Service Website Reference to FIS website on weekly newsletter				cohesion

Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	PSHCE Co-ordinator SLT LA Road Safety Unit PCSO & Beat Officer for Nettleworth	No accidents Full access to school
To maintain accreditation of AFPE (Association for Physical Education) Schools Award	Continue to work towards AFPE Schools Award	2026/27	PSHCE/PE Co-ordinator Whole school approach	Achievement of award
Ensure any proposed 'new build' project is fully physically	Project manager appointed will ensure compliance with building regulations	When necessary	HT& Gov	New build is fully accessible

accessible	regarding accessibility.			
------------	--------------------------	--	--	--

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Audit signage around the school to ensure that is accessible to all Use Core Assets/ SENDIAS to support parents if necessary Use of text messaging service (School Comms) or other alternative methods of communication	Ongoing	SLT Secretary/ Admin All staff	All members of the school community will access information that they need in a timely manner
To continue improve communication for any member of the school community who has sensory and physical needs	Seek advice from LA Learning Support Team (Sensory and Physical) as and when necessary	Review annually	HT & Gov	Pupils and parents and With sensory and physical impairments will have full access to school information and facilities. Nettlesworth Primary School will be a pleasant place to be for people experiencing sensory impairments

Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness	Information collected about new children.	Annually	Class teachers SENDCo	Each teacher/staff member aware of disabilities of

of any disabilities	Records passed up to each class teacher and TA Data collection in line with equalities advisory visit		Outside agencies	children in their classes
---------------------	--	--	------------------	---------------------------

Long term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	SLT Secretary/ Admin	Effective communication of information about disabilities throughout school