

Accessibility plan

Nonsuch Primary School



Approved by:	Dr Sanders/LAB	Date: 16.07.2025
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1. 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 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

Our 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.

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

The BDMAT and Nonsuch Primary School are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Nonsuch Primary School supports any available partnerships to develop and implement the plan. If you have any concerns relating to accessibility in Nonsuch School, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	PLANNED DEADLINE FOR ACTIONS
To improve progress and participation for children with SEND.	<ul style="list-style-type: none"> • Our school offers a scaffolded and supported curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include diverse examples, including of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • Environment checks are completed termly. • Staff training and CPD. 	<ul style="list-style-type: none"> • To review the induction/transition experience for children with SEND. • To offer SEND coffee morning for parents around accessibility. • To ensure that interventions are mapped and evaluated for impact. • Review / monitor T&L for SEND and reasonable adjustments. 	<ul style="list-style-type: none"> -Gather parent voice – new Reception cohort. -Map out dates following Secondary and EYFS transfer allocations for transition meetings. -Plan date for parent coffee morning in the diary. -Staff CPD – documenting and reviewing progress on Edukey. -Monitoring interventions – frequency and quality. -Learning walks / book looks – monitor scaffolding for SEND. -Ensure pupils have access to physical resources they may require. E.g. ear defenders, visual 	SLT SW / Yr 6 teacher / EYFS teacher SLT SW SW SW SW / Teaching staff	End of Autumn term annually - ongoing Spring term annually - ongoing End of Summer term Autumn term initially - ongoing Termly – ongoing Ongoing Ongoing

	<ul style="list-style-type: none"> • SENCO collaboration with PDSS and other external professionals. 		supports, wobble cushion, etc.		
Improve progress and participation for children with sensory and physical needs	<ul style="list-style-type: none"> • Termly parent coffee mornings with SEND focus. • Termly ITP plans, reviewed in collaboration with parents and pupils. 	<ul style="list-style-type: none"> • To ensure safe access Yr 1 play space and outdoor area near Hub • To ensure / inclusive access to the outdoor KS2 quad area. • To improve access to the forest school. • Regularly review resources to support pupils with VI and HI needs and fine motor needs – regularly review the SEND register. Continue to liaise with external professionals (SSPD / OT) 	<p>-Resurfacing of the flooring in both areas.</p> <p>-Purchase of 5ft portable ramp through approved funding from PDSS.</p> <p>- Purchase of 6ft portable ramp through approved funding from PDSS.</p> <p>-Regular review of pupils requiring access to resources such as dark lined books, sloping desks, large print texts, handled rulers</p>	<p>SLT / PF facilitate</p> <p>SW / PDSS / communication with PF</p> <p>SW / PDSS / communication with PF</p> <p>SW / Teaching staff</p>	<p>TBC following liaison with external provider.</p> <p>September 2025</p> <p>September 2025 and access regularly reviewed by SW / PF / ST / PDSS.</p> <p>Ongoing</p>
To improve progress and participation for children with cognition and learning needs.		<ul style="list-style-type: none"> • To continue to develop teachers' and TA understanding of EEF model of high-quality teaching and effective intervention and strategies set out in the NASEN handbook. 	<p>-Weekly CPD briefings for staff with SEND focus</p> <p>-Fortnightly TA briefings</p> <p>-Regular staff surveys to assess CPD needs alongside findings from monitoring.</p>	<p>SW</p> <p>SW</p> <p>SW / SLT</p>	<p>Weekly ongoing</p> <p>Fortnightly ongoing</p> <p>Half-termly</p>

		<ul style="list-style-type: none"> Children with C&L needs have access to intervention support in school. Continued liaison with external agencies. 	<p>-Regularly review impact of intervention programmes – Little Wandle, Hornet, FFT, PT.</p> <p>- Access to external support through PSS and SALT team.</p>	<p>SW / SLT</p> <p>SW</p>	<p>Half-termly ongoing</p> <p>Ongoing</p>
To improve progress and participation for children with communication and interaction needs		<ul style="list-style-type: none"> Continue to monitor environment to ensure visual supports are embedded. Continued liaison with external agencies. 	<p>-Learning walks, environment checks.</p> <p>- Ongoing support through ASD Specialist Amy Fowler through Oaks Collegiate.</p> <p>- Access to external support through CAT team.</p>	<p>SW / SLT</p> <p>SW</p> <p>SW</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
To improve progress and participation for children with SEMH needs and LAC / PLAC pupils.		<ul style="list-style-type: none"> Children with SEMH needs have access to intervention support in school. Complete TIAAS accreditation. 	<p>-Establish / implement Lego Therapy and forest school interventions</p> <p>-Continue partnerships with university providers e.g. BCU counselling</p> <p>- Ongoing support through Psychotherapist – David O'Mahoney through Oaks Collegiate.</p> <p>-Liaise with EPS / BVS services.</p>	<p>SLT / JC / ST</p> <p>SLT</p> <p>SW</p> <p>SW / SLT / All staff</p>	<p>Set up – September 2025. Ongoing monitoring.</p> <p>Ongoing</p> <p>Autumn term</p> <p>Within 2 years.</p>

To improve communication and access for parents / carers.		<ul style="list-style-type: none"> To review the school website SEND information page. 	-Review SEND policy and information report.	SW	Autumn 1 annually
		<ul style="list-style-type: none"> Continue to hold parent coffee mornings with SEND focus. 	-Book dates into diary for the year	SW / SLT	Autumn 1 annually
			-Parent survey to assess areas of SEND focus.	SW	Termly ahead of coffee mornings
		<ul style="list-style-type: none"> Improved practice of co-production. 	-ITP Reviews -PCR facilitator training	SW / Teaching staff SW / JC	Ongoing termly July 2026
		<ul style="list-style-type: none"> Improved parent / carer communication. 	-Bookable slots with SENCO during parents evenings -Monitor co-production of ITPs	SW SW	In line with parents evening dates Ongoing termly

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head teacher, School Leadership Team, Local Academy Board and site manager. It will be approved by Dr Siobhan Sanders – Head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- SEND Information Report
- Supporting pupils with medical conditions policy
- BDMAT Accessibility Policy
- Equal Opportunities Policy