



Nansledan School

Accessibility Plan 2025/26

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of **Nansledan school** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Headteacher : Vicky French

Date: Hub councillor Date:

Next review date: September 2026

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Schools needs to determine if new staff have skills to deal with pupils with SEND.	Regular staff meetings and CPD opportunities. Opportunities for new staff to be support with strategies to support SEND children.	Headteacher/ SENDCo/ External advisors	Throughout 2025	Staff members have the skills to support children with SEND.	Autumn 2026
		Audit current skills of staff and training provided to staff members.				
Long term	To assess future needs against the curriculum to assess accessibility.	Make reasonable adjustments to the curriculum for pupils with SEND as required.	Headteacher/ICT Manager SENDCo	Autumn 2025	Pupils with SEND can access all lessons.	Spring 2026

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Accessibility Outcome	Action to ensure outcome	Who		Long, medium or short term	Review
	Learning environments to be accessible for all children.	Incorporate appropriate colour schemes, ensure classrooms are uncluttered and cleared regularly.	All staff SENDCo and pastoral team		Long term- ongoing	Autumn 2026
	Calm, low sensory areas available in the setting.	Develop use of sensory spaces inside and outside for all children to access.			Medium term plan	Summer 2025/6

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Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Some information is not accessible to people with visual impairments.	Provide written information in alternative formats as required.	Vision support team SENDCo/ IT and Communications Manager	Autumn 2025	Information is fully accessible to children with visual impairments.	Summer 2026

Medium term	Information is not accessible to pupils with auditory impairments.	Provide written information in alternative formats as required.	Hearing support team SENDCo/ IT and Communications Manager	Autumn 2025	Information is fully accessible to children with hearing impairments.	Summer 2026
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