

Carrington Primary and Nursery School Accessibility Plan 2025 - 2028

The Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in the Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

As a school we are committed to providing an accessible environment which 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 challenging negative attitudes towards disabilities and accessibility and to promote awareness and inclusion.

The purpose of this plan is to outline relevant actions which will:

- Improve access to the **physical environment** of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and culture activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- Improve and make reasonable adjustments to **the delivery of written information** to pupils, staff and 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 ways, preferred within a reasonable time frame.

Definition of disability according to the Equality Act 2010

- You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean?

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

There are special rules about [recurring or fluctuating conditions](#), e.g. arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

Training implications, supporting partnerships and policy links:

- This plan links to the SEN Local Offer, the school's SEND Policy, Anti-Bullying Policy and Equality Policy. All of which can be found on the [school website](#).
- We acknowledge that at times there may be a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and to reflect on the accessibility of the school environment, curriculum and written information.
- If aspects of the plan require partnership or supporting work to develop or implement we will engage with appropriate agencies for example, the Occupational Therapy team and the Nottingham City SEN team.

Aims:

Our aims are to:

- Improve and maintain access to the physical environment
- Enable access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils & the wider community

Identifying objectives and actions to achieve aims

Rigorous monitoring and professional discussion takes place to evaluate the accessibility of the school within each aim, from which objectives and actions are identified.

- When considering the accessibility of the *physical environment*, ongoing school monitoring such as health & safety reviews are used to inform this plan in addition to audits completed which are specifically focused on accessibility.
- To ensure the *school curriculum* and *written information* remains accessible for all, school leaders:
 - Engage in ongoing analysis and reflection of the school's context, pupil groups & numbers and the make-up of the wider school community
 - Complete strategic monitoring of teaching and learning, including lesson visits and data analysis
 - Seek opinions from a range of pupil groups and the wider school community

Aim 1: Improve and maintain access to the physical environment		
Objective	Actions	Responsibility
1.1 Ensure that children's additional needs or disabilities are known and prepared for when they are admitted and throughout their time at Carrington	Discuss additional needs/disabilities with parents/carers. Seek support and advice from outside agencies if appropriate. Assess the capacity of school to provide required support. Formulate individual support plans where necessary. Make adaptations to the school environment where applicable and possible to meet the additional needs of pupils.	SENDCo, SBM, HT, EYFS staff
1.2 To develop a therapeutic sensory space in EYFS 2026-27	Visit other settings with a sensory space to learn from existing good practice. Review needs of existing children in school alongside national trends of emerging needs in primary schools. Obtain quotes for works to be completed and plan cost into budget for 2026-27 if possible.	SENDCo, HT, EYFS Staff, Site manager
1.3 Maintain easy access to accessible toilets and equipment within the medical room	Ensure that accessible toilets/medical rooms remain clutter free and tidy to ensure there are no unnecessary dangers to health and safety. Provide changing facilities in the medical room for visitors and parent/carers	First aid lead
1.4 Ensure storage of first aid equipment and medicines is stored	Review location and storage of first aid equipment and medicines in classrooms.	First aid lead

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effectively in classrooms	Ensure all equipment is easily accessible and that medicines are stored securely beyond the reach of children.	
1.5 To develop a therapeutic space to support the social, emotional and mental health needs of pupils	Refresh intervention room with new carpet, calming paint colour, blinds, lighting and furniture. Timetable use of intervention room, prioritising social and emotional support from ELSA.	ELSA, SENDCo, HT, Site manager
1.6 To ensure that PEEPs are in place for any individual pupils who need it	Regularly review the needs of pupils on the SEND register and identify any who may require a PEEP (Personal Emergency Evacuation Plan) Ensure all PEEPs are shared with relevant adults and review the implementation of them during evacuation practice drills	HT, SENDCo, Teaching teams

Aim 2: Enable access to the curriculum for pupils with a disability

Objective	Actions	Responsibility
2.1 Ensure that children's additional needs or disabilities are known and prepared for when they are admitted and throughout their time at Carrington	Discuss additional needs/disabilities with parents/carers. Seek support and advice from outside agencies if appropriate. Assess the capacity of school to provide required support. Formulate individual support plans where necessary. Proactive and thorough communication with previous education setting, if applicable. Revise nursery admissions form to ensure detailed and transparent discussions take place with parents/carers before a child starts nursery. This is to ensure teaching teams are thoroughly prepared to meet the needs of a new starter because.	SENDCo, SBM, HT, EYFS staff
2.2 Ensure that children with disabilities are not disadvantaged in PE or in other physical activities, including lunchtime provision	Consider adaptations necessary for each cohort at the curriculum design stage. Discuss individual needs with external sports coaches to ensure that they can participate as fully as possible with their peers. PE equipment and additional resources are effectively stored and readily available for all pupils to access and enjoy. Review and adapt all pupils' engagement and access to lunchtime activities.	PE lead, HT, Site manager, lunchtime staff, teaching staff, external sports coaches
2.3 Ensure that all children with disabilities	Liaise with the leisure centre staff to ensure support is in place for all children to enter and	Relevant teaching teams

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have the opportunity to go swimming with their peers.	exit the water safely and with appropriate support. Ensure there is appropriate space for children to change in the leisure centre. Discuss children's individual needs with swimming instructors so that teaching is inclusive for all.	
2.4 Ensure that all children can participate in off-site visits to support learning wherever possible.	Seek to arrange appropriate transport for individual children as required so they can join their peers with off site visits. Identify locations for school trips that are accessible for all pupils, including through the use of pre-trip visits. Engage all relevant staff in thorough risk assessment process and role model & maintain culture of inclusivity when planning off site visits.	OSV Coordinator, teaching teams, SENDCo
2.5 Ensure all classrooms have a range of resources to support all children in accessing learning whilst also promoting independence.	Visual timetables in the classroom. Interactive whiteboard slides use a background colour that is mindful of visual stress. Dyslexia friendly fonts are used where possible. Resources readily available such as talking tins, colour over-lays, visual supports. Core vocabulary is displayed on neutral colours that ease visual stress and are accompanied by images to support understanding. Tools to translate English are used to support EAL learners. Annually review learning environment policy so that it continues to meet the needs of all pupils and ensure it is implemented.	SENDCo, HT, Teaching teams
2.6 Develop inclusive and adaptive teaching approaches to meet the needs of all learners	Train staff in the use of adaptive teaching methods to scaffold learning and meet the needs of all pupils. Conduct regular lesson visits to review the success of adaptations and scaffolds, providing further support when necessary. Collaborate with professionals such as behaviour support teams and educational psychologists to develop expertise and understanding of pupils specific/additional needs.	SENDCo, HT

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	Thorough transition approach in the summer term to ensure that successful approaches are sustained in the following academic year (including proactive discussions with secondary schools). Train teachers on high-quality teaching approaches through the school's Teaching & Learning Framework, with a focus on 'responsive teaching' (ensuring that the approaches being put into practice are tailored for the needs of each class).	
2.7 Ensure that the diet of texts on offer across school is accessible and is representative of the pupils and families the school serves	Identify a selection of dual language books that can be enjoyed by pupils and parents and reflective of some of the prevalent spoken languages in the community. Provide books in the environment which are mirrors, reflecting the different needs, cultures and backgrounds of our pupils. These books should also promote the inclusive culture we want to sustain at Carrington. Ensure that pupils access books that are matched appropriately to their reading level. Provide book swap opportunities for families to continue reading new and enjoyable books at home with their children. Ensure that books are readily available in shared spaces.	Reading lead, HT

Aim 3: Improve the delivery of written information to pupils & the wider community

Objective	Actions	Responsibility
3.1 Ensure that children's additional needs or disabilities are known and prepared for when they are admitted and throughout their time at Carrington	Discuss additional needs/disabilities with parents/carers. Seek support and advice from outside agencies if appropriate. Assess the capacity of school to provide required support. Formulate individual support plans where necessary. Make adaptations to the communication and written information where applicable and possible to meet the additional needs of pupils and their family.	SENDCo, SBM, HT, EYFS staff

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	Make use of regular meetings with external agencies and professionals including SALT, BST and the educational psychologists. Ensure translators support meetings with parent/carers in school when necessary and appropriate.	
3.2 Ensure all written communication to the community is accessible	Review information on the school website and ensure parents/carers and children are all aware of accessible versions if needed. Include link to translation tools in parent communications on Class Dojo where appropriate. Provide succinct summaries of key policies such as the school attendance policy. Share key messages in a concise manner on half-termly newsletters. Add dates of events to the school calendar on Class Dojo and set reminders to be shared at key times leading up the event.	HT, SENDCo, SBM
3.3 Ensure that signs and symbols are used consistently where appropriate	Include visual scaffolds for communication with pre-verbal pupils in appropriate places. Engage relevant adults including teaching teams and lunchtime staff in training on the use of symbols and images. Display visual cues on lanyards for relevant staff. See other actions in objective 2.5.	SENDCo, Teaching teams
3.4 Use MIS software to share additional information with parents/carers	Enable parent access on Arbor that provides multiple functions, including being able to view attendance certificates and make payments.	HT, SBM
3.5 Ensure that visitor information located in the school reception is accessible for all	Evaluate the needs of the community and include adapted copies of key policies such as visitor policy, safeguarding information, attendance. Adaptations may include translated versions or shortened documents summarising the key points.	HT, SBM, Office administrator
3.6 Ensure that signage is displayed in relevant places to direct people to key parts of the school site	Review current signage in and around the school. Where necessary, adapt or add signage to signpost to key areas of school such as the nursery, school reception, class 1.	HT, SBM, Site manager

