



Commonswood Primary & Nursery School  
Accessibility Plan 2025-2028  
Approved by Governors: Summer 2025

**Purpose of the Plan**

The purpose of this plan is to show how Commonswood Primary and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils.

**Definition of Disability**

A person has a disability 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 carry out normal day to day activities. Legal Background

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Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Commonswood Primary & Nursery School the plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

**Our vision**

At Commonswood Primary & Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Commonswood Primary & Nursery School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

**Aims:**

The aims of the plan are to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
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- Improve the availability of accessible information to pupils with disabilities

**Access**

The school is a two-storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. External steps have handrails. The main entrance features a sloped entrance with a secure lobby. There are disabled toilet facilities available in Key Stage one. This is fitted with a handrail and a pull emergency cord. Four classrooms in KS2 are only accessible via stairs. In the event of a disabled pupil or member of staff, classrooms are reorganised to ensure the relevant classroom is located on the ground floor. The school has internal emergency signage and escape routes are clearly marked; this includes refuge areas for wheelchair users.

Access to meetings for parents with disabilities will be tailored to need e.g. longer, supported meetings for parents with hearing impairment and guided support to face to face meetings for parents with visual impairment. Online meetings are also available which can include family support.

**Management and Monitoring**

We gather information about disability & health in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual disability equality survey.

The Commonswood Primary & Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school's Single Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Governing Body approves the action plan. The SENCo consults with appropriate external agencies when new situations regarding pupils with disabilities are experienced. The Governors, Senior Leadership Team and teachers work closely with the Local Authority and Health and Educational Professionals. The senior leadership team manage and monitor the action plan. The headteacher reports updates to the Governing Body at least annually.

**Action Plan**

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.

<b>Aim 1 Increase the extent to which pupils with disabilities can participate in the curriculum</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>
To liaise with setting providers to ensure successful transitions for children	Identify pupils and who may need additional support Identify in-year admission pupils who may need additional support	September Ongoing	HT INCO Teaching staff	Provision in place for when the children start school. Home visits engage parents and children Successful transitions for children Parents are able to access site and school information Pupils' needs are met
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010 Comply with the Code of Practice	Ongoing	HT, SLT, All subject leaders, INCO	All policies clearly reflect inclusive practice and procedure  Accessibility statement is reviewed and updated annually
To establish close liaison with parents	Ensure collaboration and sharing between school and families. Ensure parents have access to our SEN provision / SEN school offer currently on the school website. Ensure parents meet and can contact SENCO In-person forums All written communication kept clear and straight forward. Different communication for identified parents To ensure information on school website is accessible as possible – following WCAG guidelines	Ongoing	HT, SLT, All Teachers, INCO	Clear collaborative working approach to ensure pupils' needs are met Parent/school communication is strong Parents confidently contact SENCO for support and advice. All parents are able to access communications.

<b>Aim 1 Increase the extent to which pupils with disabilities can participate in the curriculum</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Consultation of specialist advisory teachers CPD for staff Differentiated / individualised curriculum Use of support staff including specialist trained staff Range of kinaesthetic and interactive equipment including IT Specialist equipment e.g. occupational therapy equipment Use of a variety of groupings and learning styles Appropriate learning environments Use of positive images of disability within the school Personalised risk assessments for individuals	Ongoing	HT, SLT, All Teachers Inco EP, specialist agencies	Advice taken and strategies evident in children's outcomes Variety of learning styles evident Kinaesthetic learning resources accessible by all children Appropriate learning environments evident Pupils' needs are met All pupils are able to access all school trips and take part in a range of activities
Ensure visually stimulating environment for all children with consideration to avoiding overloading sensory stimulation for children with ASD	Muted, interactive displays in classrooms and inviting role play areas. Tidy, clutter free surfaces Easily accessible resources - clearly labelled (with pictures/symbols for younger children), Regular parental communication with input into individual provision plans Individualised multi-sensory teaching strategies used for individuals – where needed	Ongoing	Teaching and non-teaching staff, INCO	Inviting environment maintained Equal access for all children regardless of disability



**Aim 2: Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services you provide**

Target	Strategies	Timescale	Who	Success Criteria
Maintain safety for visually impaired people	Yellow paint step edges Check exterior lighting is working on a regular basis Black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Pathways and steps are regularly cleared of leaves	Annually Ongoing During autumn/winter		Visually impaired people feel safe in school grounds