



Netherton J&I School Accessibility Plan 2025-2027



This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months'.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial or long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical Facilities** - addressing any alterations that may be required to the structure of the building or site to secure access to pupils, staff, parents and visitors
- **School Curriculum** - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Support Services** - access to services within and external to the school to support families where a disability is identified
- **Awareness** - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of Information** - how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Physical Facilities	Process for Identifying Barriers
	Work Place Inspections (WPI) Review of One Page Profiles & Individual Health Plans for pupils with SEND Review of Individual Risk Assessments for pupils
	Summary of Progress to Date in the Last Three Years
	Improved fencing around the perimeter of the school site in order to improve the security of the site. Classrooms repainted - includes contrasting colours on doors to support sensory needs Smaller cutlery and sectioned plates purchased. Foundation Stage Access - lever taps fitted, frame fitted around toilet, slow closing small toilet seat fitted, purchased step for toileting. Wobble cushions used where needed. Finger guards fitted to doors. Slope boards purchased where needed. All outdoor change of ground levels (e.g. steps) painted in order to create a high visual contrast. Meadow Area developed for outdoor learning. Early Years outdoor area developed to include more sensory equipment (funded by high needs grant).
	Objectives for Improvement 2025-2027
	To maintain the change of ground level paint as it weathers. To put in place a Personal Emergency Evacuation Plan (PEEP) for pupils with SEND as appropriate. To continually monitor the need for specialist equipment in order to ensure all pupils' needs are fully met.
	Monitoring of Plans
	This plan to be monitored by the school's Senior Leadership Team and the governing body.

School Curriculum	Process for Identifying Barriers
	Monitoring of class teaching, learning support and pupil progress Data analysis at termly pupil progress meetings Review of One Page Profiles & Individual Health Plans for pupils with SEND Feedback from parents at consultation meetings Input from external agencies when supporting pupils in school Governor visits
	Summary of Progress to Date in the Last Three Years
	I-pads purchased for use in class Laptops purchased for use in class. SEND Ambition for All Training for 1 member of staff (2025 - 2026) WISENDSS Memory Intervention Training & Alphabet Arc Training for intervention staff (October 2025) VI Awareness and reformatting training for 1 member of staff (July 2025) Rainbow Words Intervention Training for 3 members of staff (January 2024) Team Teach Training for 16 members of staff. (September 2023)
	Objectives for Improvement 2025-2027
	To develop and embed a revised approach to reading provision for pupils with SEND. To review the RSHE curriculum and how it develops SEND children's understanding of how to stay safe.
	Monitoring of Plans
	This plan to be monitored by the school's Senior Leadership Team and the governing body.

Support Services	Process for Identifying Barriers
	Review of One Page Profiles & Individual Health Plans for pupils with SEND Advice from External Agencies
	Summary of Progress to Date in the Last Three Years
	Termly consultation sessions with outside agencies that work in school (WISENDSS, EPS, CIAT, EY). HLTA (Higher Level Teaching Assistant) working with pupils as pastoral support. Regular visits from outside agencies. Pastoral Training for 2 teaching assistants Mental Health training for head teacher Regular visits from both physiotherapy and occupational therapy services as required.
	Objectives for Improvement 2025-2027
	Work with multi-agencies for their restructure of services.
	Monitoring of Plans
	This plan to be monitored by the school's Senior Leadership Team and the governing body.

Awareness	Process for Identifying Barriers
	Observations of learning & pupil comments Feedback from pupils, parents, staff and visitors. Feedback from external agencies. Governor visits
	Summary of Progress to Date in the Last Three Years
	Annual Epi-Pen and Asthma training for all staff (September 2024)
	Objectives for Improvement 2025-2027
	Staff training to be updated to meet the needs of pupils. To review funding levels against the high needs profile of the school.
	Monitoring of Plans
	This plan to be monitored by the school's Senior Leadership Team and the governing body.

Communication of Information	Process for Identifying Barriers
	Feedback from pupils and parents. Feedback from external agencies. Review of One Page Profiles for pupils with SEND.
	Summary of Progress to Date in the Last Three Years
	Regular meetings with parents of children with SEND to share information as required. Termly planning meetings with outside agencies.
	Objectives for Improvement 2025-2027
	Keep website up to date with new developments.
	Monitoring of Plans
	This plan to be monitored by the school's Senior Leadership Team and the governing body.