

Accessibility Plan

Keyworth Primary and Nursery School: September 2026 – August 2029

1. Purpose and Legislative Context

Keyworth Primary and Nursery School is committed to providing an inclusive learning environment in which all pupils, including those with disabilities, are able to access education, facilities and services without avoidable barriers.

This Accessibility Plan is developed in line with the **Equality Act 2010**, which requires schools to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

A disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. 'Long-term' is defined as lasting, or likely to last, for at least 12 months.

This plan also reflects:

- the SEND Code of Practice (2015),
- the Public Sector Equality Duty,
- current Ofsted expectations around inclusion, adaptation, independence and lived experience.

The governing body also recognises its responsibilities towards employees with disabilities and will make reasonable adjustments where required.

This plan should be read alongside the school's SEND Information Report, Equality Information and Objectives, Health and Safety Policy, Supporting Pupils with Medical Conditions Policy and associated safeguarding and care policies.

2. School Context

Keyworth Primary and Nursery School is a two-storey building. Some classrooms, the library and the ICT suite are located upstairs and are accessed via stairs. There are two staircases within the building.

The school includes:

- an on-site nursery,
- a 2-year-old provision delivered by an external provider,
- a room used for both 2-year-old provision and wraparound care.

The site includes disabled toilet facilities within the Foundation Unit, changing facilities and a designated disabled parking bay.

Given the nature of the building, careful planning, reasonable adjustments and personalised arrangements are essential to ensure safe and equitable access for pupils and staff with disabilities.

3. Accessibility Action Plan (2026–2029)

Aim 1: Increase access to the curriculum for pupils with disabilities

Current practice

- The school delivers a differentiated and adaptive curriculum for all pupils.
- Progress of pupils with SEND and disabilities is tracked through assessment and pupil progress meetings.
- The SEN register is reviewed termly and provision is planned through individual provision maps.
- Transitions into school, including from nursery and early years providers, are carefully planned with external agencies where appropriate.
- Teaching assistants are deployed flexibly to support access to learning.

Objectives

- Ensure disabled pupils access learning alongside their peers wherever possible.
- Use adaptation and targeted support to remove barriers without narrowing curriculum entitlement.
- Strengthen inclusive practice across all phases, including early years.

Actions

- Review access needs through pupil progress meetings, SEND reviews and transition planning.
- Ensure curriculum adaptations are responsive to evidence and reviewed when not having the intended impact.
- Deploy additional adults strategically to support access and independence.
- Use assemblies, PSHE and curriculum content to develop pupils' understanding of disability and inclusion.
- Work with external professionals where specialist advice is required.

Responsibility: SENCO, class teachers, SLT

Timescale: Ongoing (reviewed termly)

Success criteria / impact

- Disabled pupils routinely participate in the full breadth of the curriculum, with adaptations that enable access rather than narrow entitlement.
- Teaching and support reduce barriers to learning over time, supporting increasing independence where appropriate.
- Progress information and wider evidence show that adaptations are effective and timely, and are adjusted when they are not having the intended impact.
- Use of additional adults supports learning and regulation, rather than creating unnecessary dependency or separation from peers.
- Leaders can clearly explain what adaptations are in place, why they are used, and the difference they make to pupils' learning and participation.

Aim 2: Improve and maintain access to the physical environment

Current practice

- Disabled parking is available on site.
- Disabled toilet and changing facilities are available within the Foundation Unit.
- Classes can be relocated to ground-floor rooms where required.
- Personal Emergency Evacuation Plans (PEEPs) are used where appropriate.

Objectives

- Ensure the physical environment does not create avoidable barriers.
- Manage access safely and effectively within the constraints of a two-storey building.
- Ensure shared spaces used by nursery, 2-year-old provision and wraparound care are accessible.

Actions

- Maintain and review PEEPs for pupils and staff with disabilities.
- Ensure staff understand their responsibilities during emergency evacuation.
- Review use of the 2-year-old / wraparound room to ensure it remains accessible for all users.
- Review classroom layouts and circulation routes to minimise physical and sensory barriers.
- Liaise with the local authority if significant new access needs arise.

Responsibility: SLT, SENCO, Site Manager, Governors

Timescale: Ongoing

Success criteria / impact

- The school environment does not present avoidable barriers to pupils with physical, sensory or medical needs.
- Pupils who require adapted access arrangements experience them as part of normal school routines.
- Emergency arrangements enable pupils and staff to evacuate safely and confidently.
- Shared early years and wraparound spaces are used safely and accessibly by all pupils.
- Leaders and governors regularly review environmental suitability and respond appropriately when needs change.

Aim 3: Improve the delivery of information to pupils and parents with disabilities

Current practice

- A range of communication methods are used, including visual supports and Makaton.
- Information is adapted where required to meet individual needs.
- Communication with parents is adjusted to support engagement and understanding.

Objectives

- Ensure information is accessible to pupils and parents with a range of needs.
- Strengthen consistency in communication approaches across school and early years provision.

Actions

- Maintain staff awareness of accessible communication formats and reasonable adjustments.
- Use visual supports and structured routines consistently across phases.
- Continue to develop use of Makaton and alternative communication strategies.
- Review structures for parental communication, including meetings, to ensure accessibility.
- Use feedback from parents and pupils to refine approaches where needed.

Responsibility: SENCO, class teachers, SLT

Timescale: Ongoing

Success criteria / impact

- Information is presented in formats that pupils and parents can access and understand.
- Communication approaches are consistent and not dependent on individual staff.
- Pupils with communication needs are supported to express understanding, needs and preferences.
- Parents report that school communication enables them to engage confidently with their child's education.
- Leaders can evidence that communication arrangements are reviewed and improved when barriers are identified.

4. Monitoring and Review

This Accessibility Plan will be:

- monitored by the Senior Leadership Team,
- reviewed by governors,
- formally reviewed every three years or sooner if significant changes in need arise.

Governors assure themselves that accessibility arrangements are effective by reviewing evidence of impact on pupils' participation, learning, safety and independence.

5. Links with Other Policies and Documents

- SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Risk Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Personal Care Policy
- Managing Complex Health Needs Policy