

Nettleham Church of England Aided Junior School Access Plan 2026 -29

We are one big family and each member of our school is a vital part of it.

As an inclusive church school we nurture everyone to feel loved, valued and unique, because God made us that way. We are ambitious that all of our children love learning for life, make a difference in the world, reach their full potential and become the best version of themselves.

“You are the body of the anointed one and each of you is a unique and vital part of it.” 1 Corinthians 12:27 (passion translation)

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Nettleham Church of England Aided Junior School recognising the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Resources Committee of the Governing Body. The plan below sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Nettleham Church of England Aided Junior School: 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'- the Disability Discrimination Act, 1995 definition of disability.

The School's Equality Policy and Plan is to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as its Equalities Policy and Plan.

Access to this plan: This plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it. We will also hand this plan to any parent of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Supporting Policies:

- Equalities Policy and Plan
- SEN Policy
- Curriculum Policies
- Behaviour and Anti-bullying policy

Current Situation:

- The school is over fifty years old and there is level access directly into the school through several entrances.
- There is a lift between levels.
- There is one disabled toilet with a shower.
- All teaching rooms have electronic white boards.

Accessibility Plan

Objective	Strategy	Outcome	Timeframe	Result	Monitoring and Impact Evaluation
Improving Access to the Curriculum					. Implement a systematic monitoring and evaluation process to assess the impact of curriculum accessibility measures on SEND pupil progress and engagement, with findings reported annually to the Governing Body
Improve range of skills and experience available within the school so we are better able to assess and provide for the needs of pupils with SEND.	Audit staff’s current skills, training and experience and plan future training.	Staff who are secure in their diagnosis of learning difficulties and abilities, and able to develop and advise on teaching strategies to enable pupils with SEND to fully access the curriculum.	Ongoing	Pupils are more able to access the curriculum regardless of their SEND.	
Increased provision of laptops and tablets for use by SEND pupils in the classroom.	For pupils to have access to SEN IT programmes in the classroom every day.	Daily opportunities for children to use IT programmes in the classroom.	Ongoing, subject to funding.	Children to show increased progress in key skills.	
Improving Delivery of Written Information					
Look at alternative ways of providing information e.g. updates of website access.	Advice from Outreach Services.	A stock of information stored in different formats.	Ongoing	Website access improved and click use shows this.	
Improving Physical Facilities					
Improved school layout to facilitate SEND groups.	Review of building use and possible improvements.	School is more widely accessible to different groups and interventions can be appropriately planned in more bespoke spaces.	Review and update the school’s physical accessibility annually, with a detailed plan for phased improvements from 2026 to 2029, including specific targets such as additional disabled toilets, improved signage, and enhanced access routes.	Pupil groups have access to better spaces that facilitate their learning.	

Staff training and parent/ pupil voice					
Improved professional development and responsiveness to pupil needs, enhancing the quality of education and inclusivity.	Provide mandatory annual training sessions for all staff on SEND identification, inclusive teaching strategies, and reasonable adjustments, supplemented by targeted training based on audit findings	Staff are fully aware and able to deliver inclusive practice and strategies for all pupils	Annually	All pupils are fully supported at all times in school.	
All stakeholders are fully involved in the development of the plan.	Involve pupils with disabilities and their families in the development and review of accessibility measures through regular surveys and feedback sessions.	Engaging stakeholders ensures that the plan reflects lived experiences and meets actual needs, which is a hallmark of best practice and supports the school's values of nurturing and valuing every member of the community.	Annually	The plan evolves to reflect the changing needs and perspectives of all stakeholders.	

Review frequency: Every three years.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher.

Legislation: Equality Act, 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Date approved	Signature of chair	Next review
March 2026		March 2029