



Nyth Primary School Accessibility Action Plan July 2026 – July 2030

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, perspective pupils, with a disability, medical condition, or other access needs. Provision may include liaison with specialists, CPD (Continuous Professional Development) for staff, an accessible curriculum, and specialist resources to support learning, a range of support staff with vast experience and expertise, and access arrangements in place for statutory testing.

Aim1: to increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with the school's pre-school and any external pre-school providers to prepare for the new intake of children into Reception each year. The class teacher to visit our pre-school regularly Class teacher to visit any external pre-school providers prior to new-take visits to ensure all prior knowledge regarding additional needs or access arrangements are known in advance. TAF meetings to be attended as appropriate.	To identify who may need adapted or additional provision	Ongoing	Kelly Copp Mel Ward Fiona Rowley (SENDCo)	Provision will be in place ready for the September
Review policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010 ongoing SLT (Senior Leadership Team) and Governors All policies clearly reflect inclusive practice and procedures.	Ongoing	SLT, Local Governing Body	All policies clearly reflect inclusive practice and procedures.
To establish and maintain close liaison with parents	To establish and ensure collaboration between school and families	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings,

				risk assessment reviews, provision reviews and action planning.
To include pupils with a disability, medical condition, or other access needs as fully as possible in the wider curriculum including trips, residential visits as well as extracurricular provision.;	Create a personalised risk assessment and access plans for individual children. Liaise with external agencies, identifying training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff can carry them out.	Ongoing	SLT / SENDCO, all teaching staff and outside professionals including educational visit providers and settings	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: to improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that reasonable adjustments are made for pupils with a disability, medical condition, or other access needs.	Create a personalised risk assessment and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff can carry them out.	Ongoing	SLT, SENDCo, all teaching staff, Ops Manager.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
Improve the physical school environment	The school will consider the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, SENDCo & Health and Safety Governor	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

Aim 3: Improve the delivery of information to pupils, staff, parents / carers, and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents, and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENDCo	Evidence that appropriate considerations and reasonable adjustment have been made.
Ensure the school website, apps and associated social media is accessible for all	Review digital platforms twice annually Seek reviews from focused groups	Twice annually	SLT & SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
Ensure that reasonable adjustments are made for parents with a disability, medical condition, or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.