

Accessibility Plan

Date Policy Reviewed	June 2026
Person Responsible for Review	Head of Academy
Display and Availability	Website, Sharepoint, copies available on request
Date for Review	June 2029

Draft

Introduction:

Nethergate Academy is a special school for children aged 5-19 who experience severe and complex learning difficulties. All children have an Education, Health and Care Plan through the local authority, and this is reviewed annually. Our school treats all its children fairly, providing access and opportunities for all without discrimination.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of this plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled children.

Access to the school environment:

Our building is fully accessible for all of our children and visitors to access. We have:

- Automatic entryway to Reception with a mid-height access button.
- Disabled toilets for staff/visitors and children.
- Accessible changing spaces available in the school.
- Toilets of different sizes to accommodate our youngest children in key Stage 1 as well as full adult size toilets.
- All outside spaces are accessible with ramps.
- Height adjustable sinks and tables where needed.
- Adapted bikes.

Our Green Lane building is fully accessible for all children and visitors to access. We have:

- Automatic entryway to Reception with a mid-height access button.
- A lift to allow access to the first floor for anyone with a wheelchair or mobility issues.
- Disabled toilets for staff/visitors and children.
- Accessible changing spaces available in the school.

- Accessible outside spaces.

Access to Communication:

Nethergate Academy has a total communication approach across the school. We encourage all children to communicate in whatever mode suits them; objects of reference, Makaton, PECs, communication books, tablets, Big Macs etc. All classrooms have a 'Class Communication Profile' displayed to inform everyone of the modes of communication used in the class and how best to communicate with individual children.

We have a Makaton Trainer in school who delivers training to all staff and we offer support to families through coffee mornings.

We use the Evidence for Learning app to communicate with families about progress, daily events and learning. For families who cannot access the app we also offer physical diaries, learning journal print outs and reports.

The website considers accessibility in its design format, fonts, colours and its accessibility on different sized devices, by default it is designed for access via mobile phone.

Access to the curriculum:

Our curriculum is designed to meet the individual needs of all our children. We have three pathways for learning across the school and children may move between the pathways for a truly bespoke learning journey. We group our classes flexibly across a key stage, children will be placed within a group that best meets their needs and this may change year on year. All classes have high staffing ratios with teachers and support staff that receive quality CPD to support development and ensure all children receive a quality education.

We work with our multi-disciplinary team to ensure all children's needs are considered when delivering our curriculum. Staff have access to training and support from these teams in order to plan effectively for all children in their classes.

We also receive advice and support from peripatetic teachers working within the local authority, we will continue to seek and follow any guidance or equipment we receive from these services.