



## **LINBY CUM PAPPLEWICK C of E PRIMARY SCHOOL**

### **ACCESSIBILITY PLAN 2025**

This policy should be read in conjunction with the following policies:

<b>Policy:</b>	Accessibility Plan
<b>Approved by:</b>	
<b>Date:</b>	September 2025
<b>Review cycle:</b>	Three yearly

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## Introduction

Linby CofE Primary School is a small, nurturing village school nestled in the picturesque outskirts of Nottingham. Surrounded by natural beauty and rooted in a strong sense of community, we are proud to offer a warm and inclusive environment where both children and staff are deeply valued. Our ethos is shaped by the Christian values of dignity, community, wisdom, hope and love, which guide every aspect of school life. Inspired by our key scripture—“May love and kindness be the motivation behind all that you do” (1 Corinthians 16:14)—we strive to ensure that compassion and integrity are at the heart of our policies and practices. Our school motto, Love life, love learning, grow in faith, reflects our commitment to fostering joyful learning, personal growth, and spiritual development for all.

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind in order for all our children to flourish and find the God-given gifts that they were given.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school, members of the Southwell and Nottinghamshire Multi-Academy Trust.

## 2. Legislation and guidance

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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources, including stories, include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• All educational visits to be accessible to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure consistency of assessment for those with additional needs</li> <li>• Provide specialist equipment to support learning</li> <li>• Ensure all staff are aware of the needs of children with SEND</li> <li>• Use "Reasonable Adjustments in the classroom" checklist (Appendix 1)</li> </ul>	<p>Investigate with Family of schools, purchase of BSquared for consistent assessment across the family of schools.</p> <p>Use ICT to support learning, coloured overlays, writing slopes etc</p> <p>Use of one-page profiles. Close liaison with specialist agencies such as ICDS.</p> <p>All staff will have considered all aspects of their classroom practise (in relation to the needs of pupils).</p>	<p>SENCo</p> <p>SENCo</p> <p>Staff</p> <p>Staff</p>	<p>September 2026</p> <p>Jan 2026</p> <p>One-page profiles set up by Oct 2025</p> <p>January 2026</p>	<p>All children across the family of schools will be assessed using the same format for consistency.</p> <p>All pupils are able to access the curriculum and make good progress.</p> <p>All staff have good knowledge of their children and understand their specific needs and what will help them to learn.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Wide corridors</li> <li>• Spacious disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• New flooring in infant corridor, for ease of travel for wheelchair users.</li> </ul>	<p>Ensure corridors are kept clear.</p> <p>Ensure emergency cord in disabled toilet is checked regularly</p> <p>Parking bays, including a disabled bay, are clearly marked in the staff car-park.</p> <p>Wheelchair users cannot independently access school due to number of fire doors.</p>	<p>Staff to ensure corridors are free of clutter.</p> <p>Site Manager to check cord is in good working order.</p> <p>Site Manager to re-paint when needed.</p> <p>Research automatic door openings (esp on fire doors) for wheelchair users to be able to access whole school building independently.</p>	<p>All staff.</p> <p>DG</p> <p>DG</p> <p>Headteachers with James Clark (SNMAT Estates) and Site Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2027 - 2028</p>	<p>Wheelchair users will be able to access school with high degree of independence.</p> <p>Site will be in good working order.</p> <p>Site will be easier to access for those with mobility issues.</p> <p>Site will be easier to access for wheelchair users.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Printing on different colours</li> <li>• Coloured rulers for those who need it</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Consistent use of symbols across the school.</p> <p>Find out needs of parents &amp; visitors. Ensure communication is clear for parents</p>	<p>Look into purchasing Widget or Communication in Print to create consistent labelling and visual timetables.</p> <p>Discussion with parents about accessibility needs and what we can further do to support communication. Use clear fonts such as Arial 14 and "simple" English, with short sentences.</p> <p>Add a sentence explaining that the information can be provided in large print.</p>	<p>RH / NM / RR</p> <p>RR / All staff (in terms of sent communications)</p> <p>All staff</p>	<p>September 2026</p> <p>January 2026</p> <p>December 2025</p>	<p>School will have a consistent system for labelling, timetabling and all children will be familiar with this throughout school.</p> <p>Communication will be easier for all parents to access and understand.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo and Headteachers.

It will be approved by the governing board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy