



SOMERLEA PARK Accessibility Plan

Contents:

[Statement of intent](#)

1. **[New]** [Legal framework](#)
2. **[New]** [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)

Monitoring and review

1. This policy is reviewed every three years by the Chief Operations Officer of LEARNERS' Trust. Any changes made to this policy will be communicated to all members of staff.
2. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
3. The next scheduled review date for this policy is November 2026.

	Chief Executive Officer
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Statement of intent

This plan outlines how schools within the LEARNERS' Trust aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. **[New]** Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. **[New]** Roles and responsibilities

The Trust will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and Trust to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

1. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Children are not taught discrete lessons relating to Mental Health and keeping themselves mentally healthy.	Audit of the curriculum	Headteacher Teachers SENCO Mental Health Lead	Spring 2025	Implementation of 'My Happy Mind' scheme – all children to be taught sequence of learning relating to mental health.	Summer 2026
	Support Staff do not have skills and/or qualifications to support pupils with SEND	INSET provided to staff members Training through ISAT Training through Level 3 TA Qualification	Headteacher SENCO ISAT Teacher Level 3 Instructors	Summer 2025	Staff members have the skills to support pupils with SEND	Summer 2026
Medium term	School Residential Trips to be more inclusive to children requiring 1:1 support	Needs of pupils with SEND are incorporated into the planning process	Headteacher Teachers SENCO 1:1 Support Staff	Spring 2025	Planning of residential trips takes into account pupils with SEND and incorporates 1:1 support as appropriate.	Summer 2026
Long term						

2. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Changes to school site due to construction works: ensuring that the school's physical environment remains accessible	Audit of physical environment and plans for new build (CEM meetings)	Building Contractors DfE Headteacher AdRad	December 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them in liaison with Bowmer and Kirkland	Easter 2026
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	Headteacher SENCO SLT Teachers	Spring 2025	School to liaise with Visual Impairment Team Staff taught how to use accessibility features of iPads Purchase of Coloured Overlay Assessment	Autumn 2026
	Not all of school site is accessible to wheelchair users e.g. upstairs intervention rooms	New Build of SPJ	Building Contractors and DfE	<u>Summer 2026</u>	New school build to be fitted with wheelchair and lift access	<u>Autumn 2028</u>
Long term	No disabled parking spaces within the school car park and restricted access onto school site.	Construction work undertaken	Building Contractors and DfE	Summer 2026	School buildings are fully accessible	Autumn 2028

3. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible to all parents and their needs.	Audit of information and delivery procedures	Headteacher SENCO Business Admin	Summer 2025	School is aware of accessibility gaps to its information delivery procedures	Summer 2026
	Children who require cover overlays for visual impairments are given specific resources.	Audit of accessibility for coloured overlays and training of accessibility options.	SENCO ICT Lead Teachers	Spring 2025	Staff to be aware of accessibility features, and to adapt planning e.g. PPTs as needed to reflect needs of children including alternate screen in larger classrooms	Spring 2025
Medium term						
Long term						