Nether Green Junior School

Accessibility Plan 2026 to 2029

Approved by:	Full Governing Body
Last reviewed on:	Autumn Term 2026
Progress reviewed:	Each July, reported to governors each September
Next full review due by:	Autumn Term 2029

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 take part in the curriculum
- improve the physical environment of the school so that pupils with disabilities can take better advantage of the education, benefits, facilities and services we provide
- improve the availability of accessible information to pupils with disabilities

At Nether Green Junior School we believe that diversity is a strength. We aim to treat all pupils and their families fairly and with respect, and to remove barriers so that every pupil can take a full part in school life. Our school values of Respect, Empathy, Effort & Resilience, Teamwork, Independence and Pride guide this work. This includes making the school accessible and welcoming to parents and carers with disabilities or illness, supporting young carers and their families, and removing barriers to communication.

We also make reasonable adjustments for disabled staff and job applicants, although this plan focuses on pupils.

This plan is published on the school website, and paper copies are available from the school office on request. Staff receive training on the Equality Act 2010, including disability.

This plan was written by school leaders and reviewed by governors. It draws on what we learn from pupils, parents and carers and staff in our day-to-day work, including EHCP and support plan reviews, conversations with families about access needs, pupil voice and staff feedback. We will involve pupils, families and staff more directly as the plan is reviewed, for example through the participation audit in Aim 1. Our complaints procedure covers the accessibility plan, so anyone with a concern about accessibility in school can raise it through that procedure.

2. Legislation and guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education guidance The Equality Act 2010 and schools.

The Equality Act 2010 defines a person as disabled if 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. Under the SEND Code of Practice, long-term means a year or more and substantial means more than minor or trivial. The definition can include autism and other communication and interaction needs where they have a substantial and long-term effect, as well as sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy.

Schools must make reasonable adjustments for pupils with disabilities to prevent them being placed at a substantial disadvantage compared with pupils without disabilities. This can include providing auxiliary aids or making adjustments to premises. Not every pupil with SEND is disabled, and not every disabled pupil has SEND, but many pupils are both.

3. Our school

- Our main building is over 100 years old and is listed, which limits some changes we can make. Sheffield City Council is responsible for the buildings and grounds.
- The site is on a slope with different levels. There are no lifts, and moving around the main building is very difficult for wheelchair users. Wheelchair access into the building is via the workroom entrance, the Year 6 cloakroom and the kitchen and dining hall entrance. We work with individual families to plan access when it is needed.
- There are two mobile classrooms in the grounds, one of which is an Integrated Resource classroom, and a sports hall. A new build to replace both mobiles is due to start in 2027. It will include accessibility ramps and accessible toilet facilities.
- The school has three accessible toilets. There is a designated disabled parking bay in the upper car park, on the right as you enter the school.
- The school hosts an Integrated Resource for pupils with communication and interaction needs. We make the best use of the space we have, but unlike similar provision elsewhere in Sheffield, it has never been designed or remodelled for the pupils it serves. The new build gives us the opportunity to provide an Integrated Resource classroom designed around their needs.

Because of these constraints, much of this plan is about what we can do through planning, adjustments and teaching, alongside working with the local authority on the new build and other longer-term building issues.

4. Action plan

This plan covers the three years from autumn 2026 to autumn 2029. Progress is reviewed each July and reported to the full governing body each September, and the plan is updated if the needs of our pupils change, for example when a new pupil joins the school.

Aim 1: Increase access to the curriculum for pupils with disabilities

What we already do

- Adaptive teaching in every class, with resources and support tailored to pupils who need them
- The Integrated Resource and mainstream classes work together so that pupils are included in school life
- The progress of pupils with SEND and disabilities is tracked termly and reviewed in pupil progress meetings
- Individual support plans and EHCP targets are reviewed with families
- Advice is sought from specialist and health professionals when needed
- A range of lunchtime and after-school clubs, including sport, art and music

Objective	Actions	Lead	By	Success criteria
Short term: know which pupils with SEND and disabilities are missing out on clubs, trips and residentials, and why.	• Audit participation in clubs, trips, events and the Year 6 residential by group (Equality Objective 2) • Talk to pupils and families about barriers • Plan adjustments for trips and residentials at least a term ahead	Integrated Resource Lead, SENCO and Inclusion Lead	July 2027	Audit complete and shared with governors. Every pupil with an EHCP takes part in trips and the residential, with adjustments where needed.
Short term: make sure the curriculum and reading spine represent disabled people positively.	• Include disability in the curriculum and reading spine audit (Equality Objective 4) • Buy texts and resources to fill gaps identified	Deputy Headteacher (Inclusion Lead), with the RE and PSHE/Life Skills lead	July 2027	Audit complete. Each year group's reading spine includes texts featuring disabled characters or authors.

Objective	Actions	Lead	By	Success criteria
Medium term: increase staff confidence in adapting teaching for the needs of our current pupils.	• Annual CPD on adaptive teaching and on needs present in our cohort, particularly communication and interaction needs • Share practice between the Integrated Resource and mainstream classes • Use Learn Sheffield and LA training where it fits our needs	Deputy Headteacher (Inclusion Lead) and SENCO	July 2028	The annual staff survey shows growing confidence in adapting teaching for pupils with SEND, and this is seen in lessons.
Ongoing: make sure eligible pupils have access arrangements for KS2 tests.	• Identify eligible pupils by the end of Year 5 • Make sure arrangements reflect normal classroom practice	SENCO and Year 6 team	Each spring term	All eligible pupils have the access arrangements they need in place for KS2 tests.

Aim 2: Improve and maintain access to the physical environment

What we already do

- Three accessible toilets
- A designated disabled parking bay in the upper car park
- Wheelchair access via the workroom entrance, the Year 6 cloakroom and the kitchen and dining hall entrance
- Access is planned with individual families when a pupil, parent or carer needs it
- The needs of pupils, staff and visitors are considered whenever building work or redecoration is planned, including access, colour and lighting
- Emergency evacuation is planned for pupils who need support to leave the building

Progress on this aim is tracked with a red, amber, green (RAG) rating, reviewed regularly with Sarah, Business Support Manager, and at the July review. **Red:** not started or at risk. **Amber:** in progress. **Green:** complete.

Objective	Actions	Lead	By	Success criteria	Status (RAG)
Short term: have an up-to-date picture of how accessible our site is.	• Ask Sheffield City Council to carry out an access audit of the buildings and grounds • Turn the findings into a prioritised list of works, with what the school and the LA are each responsible for	Headteacher with premises governor	July 2027	Access audit complete. Prioritised list agreed by governors and added to this plan.	

Objective	Actions	Lead	By	Success criteria	Status (RAG)
Short term: make sure everyone can leave the building safely in an emergency.	• Personal emergency evacuation plans (PEEPs) in place for every pupil, member of staff or regular visitor who needs one • Review PEEPs termly and practise them in fire drills	Headteacher & Business Support Manager	December 2026, then termly	Every person who needs a PEEP has one. Drill records show they work.	
Short term: make sure disabled parking is available and known about.	• Keep the disabled parking bay in the upper car park clearly marked and free for those who need it • Make sure families and visitors know they can use it • Make sure disabled parking is included in the plans for the new build	Headteacher	July 2027	Bay marked and available. Disabled parking included in the new build plans.	
Medium term: reduce hazards on stairs and entrances.	• Add contrasting edge markings to internal and external steps • Improve access at the main entrance, within the limits of the listed building • Make sure replacement doors meet accessibility standards	Headteacher with premises governor	July 2028	Step edges marked throughout. Entrance improvements agreed with the LA and completed.	
Medium term: make classrooms and shared spaces better for pupils with sensory needs.	• Review lighting, acoustics, colour and display clutter when areas are redecorated • Provide a calm space that pupils who need it can use	Integrated Resource Lead, SENCO and Inclusion Lead	July 2028	Sensory considerations included in every redecoration. Calm space in regular use.	

Objective	Actions	Lead	By	Success criteria	Status (RAG)
Long term: replace the two mobile classrooms, including one of the Integrated Resource classrooms, with a new accessible building.	• Work with Sheffield City Council and the project manager on the new build, due to start in 2027 • Make sure the design includes accessibility ramps and accessible toilet facilities • Make sure the Integrated Resource classroom is designed around the needs of pupils with communication and interaction needs, including calm space, acoustics and lighting • Keep governors updated through the premises governor	Headteacher with premises governor	Build due to start 2027	New building open, with step-free access by ramp and accessible toilets. The Integrated Resource classroom meets the needs of the pupils who use it.	

Aim 3: Improve the delivery of information

What we already do

- Weekly newsletters, and a website with statutory information
- Paper copies of information available on request
- Visual timetables and symbols used with pupils who need them
- Information explained in person or by phone for families who need it

Objective	Actions	Lead	By	Success criteria
Short term: find out how families need to receive information.	• Ask on admission, and each September, whether parents and carers need information in another format or need adjustments for meetings • Keep a record and act on it	Office Team	December 2026	Needs recorded for every family. Information provided in the formats requested.

Objective	Actions	Lead	By	Success criteria
Short term: make sure our website is accessible.	• Check the website against current web accessibility guidelines (WCAG) • Fix issues found and publish an accessibility statement	Wendy Mayes	July 2027	Website checked and issues fixed. Accessibility statement published.
Medium term: use consistent visual communication across the school.	• Use the same symbols and visual timetables in the Integrated Resource and mainstream classes • Add clear, symbol-supported signage around the building	Integrated Resource Lead, SENCO and Inclusion Lead	July 2028	Consistent symbols and visual timetables in every class. Signage in place.

Aim 4: Support young carers and their families

What we already do

- Pastoral support for pupils with caring responsibilities
- Meetings arranged flexibly for parents and carers who need it

Objective	Actions	Lead	By	Success criteria
Short term: identify young carers and parents and carers with disabilities, and offer support.	• Ask about caring responsibilities on admission and through pastoral conversations • Offer flexible arrangements, such as phone or video parents' meetings • Link families with local support, such as Sheffield Young Carers	Deputy Headteacher (Inclusion Lead)	July 2027	Young carers known to the school and offered support. Flexible meeting arrangements available to all families who need them.

5. Monitoring arrangements

Progress against this plan is reviewed each July. The Deputy Headteacher (Inclusion Lead) then reports progress against this plan to the full governing body each September, alongside the annual report on our equality objectives and equality information. Progress on Aim 2 (the physical environment) is tracked with a red, amber, green (RAG) rating, reviewed regularly with Sarah, Business Support Manager. The plan is reviewed in full every three years, or sooner if needed. It is approved by the full governing body.

6. Links with other policies

This plan is linked to:

- Equality Information and Objectives Policy
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Relationships and Behaviour Policy
- Health and Safety Policy
- Risk assessment procedures
- Educational Visits Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Recruitment and selection procedures