



Nerrols Primary School and Nursery

Accessibility Planning 2026-2029

Signed: Head teacher

Signed: Chair of Governors

Date: September 2026

Next review: September 2029

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1. INTRODUCTION

Nerrols Primary and Nursery is part of the Richard Huish Trust (RHT). The Trust sponsors a number of schools in the Taunton area and Richard Huish Sixth Form College which has been rated outstanding by Ofsted.

This plan seeks to address the statutory requirements of the Equality Act 2010, which replaces the Disability Discrimination Act 1995, and to further improve all aspects of the physical environment of the school site and other resources so that disabled pupils can take full advantage of the curriculum provided by the school.

The school welcomes pupils, staff and visitors with disabilities. Pupil's disabilities may include:

- **Neurodevelopmental conditions** – Autism, ADHD and Foetal Alcohol Spectrum Disorder (FASD)
- **Specific and moderate learning difficulties** – Dyslexia, dyscalculia, dysgraphia and dyspraxia
- **Sensory impairments** – Deafness, hearing impairment, blindness and visual impairment
- **Physical and medical needs** – Epilepsy, diabetes, asthma, allergies, cerebral palsy, juvenile arthritis, Ehlers-Danlos syndrome (EDS), ME/chronic fatigue syndrome and Duchenne muscular dystrophy (DMD)
- **Trauma and adverse experiences** – Children who have experienced trauma or adverse childhood experiences which may affect their emotional wellbeing, behaviour, relationships and ability to engage with learning

Nerrols Primary employs a SENDCO and Teaching Assistants as well as working alongside additional specialist services such as physiotherapy, Children with Disabilities Service along with regular professional meetings.

2. ADMISSIONS

Parents/Carers of disabled pupils seeking a place at the school of their choice are encouraged to make contact with the school as early as possible so that the pupils' needs can be established as early as possible.

The school has strong partnerships with the local feeder nursery schools. The SENDCO visits as part of transition where individual pupil's needs are discussed.

3. STEPS TAKEN TO PREVENT DISABLED PUPILS BEING TREATED LESS FAVOURABLY

Supporting Access and Inclusion

The school is committed to ensuring that all pupils, including those with disabilities, SEND, neurodivergent pupils and those who may have experienced trauma, can access and participate fully in school life. Pupils' individual needs are discussed with them and their parents/carers, and appropriate support and reasonable adjustments are identified and reviewed to remove barriers to learning, participation and wellbeing.

Support may include:

- **Dyslexia/Literacy Support:** Targeted reading interventions, phonics, literacy strategies, assistive technology and reasonable adjustments to support reading, writing and processing.
- **Speech, Language and Communication:** Targeted support to develop pupils' speech, language and communication skills, including appropriate visual supports, Delivery of targeted plans, communication systems, interventions and AAC where required.
- **Numeracy Support:** Targeted support and adapted resources to develop pupils' numeracy skills, including practical approaches, visual representations, concrete resources and appropriate technology to support understanding and independence.
- **Assessment Access Arrangements:** Additional time, a reader, scribe or smaller room for assessments and examinations, where appropriate.
- **Fine and Gross Motor Skills:** Appropriate equipment, adapted resources, movement opportunities and recommendations from occupational therapy where required.
- **Communication and Transitions:** Visual timetables, now-and-next boards and clear routines to support communication, understanding and transitions.
- **Assistive Technology and AAC:** Access to technology and alternative methods of recording and communicating, including typing and Augmentative and Alternative Communication (AAC) devices where appropriate.
- **Trauma Informed Support:** Flexible and trauma-informed approaches that recognise individual needs and support emotional regulation, safety and engagement.
- **Neurodiversity Informed Practice:** Teaching approaches that recognise pupils' individual strengths, communication styles, sensory needs and ways of learning. This includes access to appropriate sensory resources, sensory breaks and calm spaces to support regulation, focus and engagement.
- **Timely Assessment and Referral:** Early identification of needs and, where appropriate, referrals to relevant external agencies and specialist services for further assessment, advice and support.

Educational Visits and Wider Participation

- All pupils are encouraged and supported to participate in educational visits and wider school activities. Where additional support is required, appropriate risk assessments and individual arrangements are put in place, which may include additional adult support, first aid provision, adaptations to activities or venues, and the involvement of parents/carers where appropriate.

4. ACCESS TO FACILITIES – PUPILS

- Level threshold access and a lift provide access to all areas of the building
- Lifts, pupils are to have a buddy or adult (depending on age) with them when they use the lift. Making access to all lessons possible
- Evac chairs are located in key areas for evacuation
- Wide doors and corridors
- Low level push button door openers at entrances and at lift

- Adjustable counters in technology rooms giving access to practical technology lessons
- Disabled pupil toilets
- Low level shelving and resource storage
- Canteen facilities accessible to all pupils

5. ACCESS TO FACILITIES – PARENTS/CARERS

- Ground floor meeting rooms
- Guide dog access
- Disabled parking bays
- Automated doors at the main reception
- Communication via text messaging rather than telephone calls
- Disabled visitor toilets

Additional family members or other visitors with disabilities are welcome to attend school events for which access will be facilitated as required. If you are disabled or planning to bring a disabled visitor to a school event please contact the Head teacher in advance so we can make arrangements to meet your needs.

6. TEMPORARY DISABILITIES

Some pupils may experience temporary disabilities following an accident or an illness. In the case of a temporary disability the school will complete a risk assessment to accommodate the disability. If required, the pupils' timetable will be adapted and additional arrangements will be made where appropriate e.g.

- Leaving lessons ahead of others to avoid busy corridors
- In the case of a pupil using crutches, access to the lift and a buddy
- Laptop in the case of injuries to the hand/arm
- Early lunch access to avoid busy periods in the lunch hall

We recognise that some pupils, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Head teacher to discuss how we can be of assistance.

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Nerrols Primary School and Nursery to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.

- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The Head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

We recognise that some pupils, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Head teacher to discuss how we can be of assistance.

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
1High-Quality Inclusive Teaching and Learning for SEND Children To ensure high-quality,	Staff develop their understanding of inclusion and identify barriers to learning and participation for SEND children.	Staff have increased confidence in identifying and reducing barriers to learning for SEND children.	Consistent inclusive teaching strategies and reasonable adjustments are embedded across the school to support	Children benefit from consistent, inclusive approaches and appropriate adjustments that support their individual needs.	SEND children are fully included in learning, make meaningful progress and develop confidence, independence and a positive	SEND children are able to access a high-quality curriculum, make meaningful progress and feel valued, included and

inclusive teaching and learning that recognises individual strengths, needs and differences, enabling all SEND children to access and participate fully in school life.			individual needs.		sense of belonging	successful within the school community.
2. Trauma-Informed Practice To embed a trauma-informed approach across the school, ensuring children feel safe, understood and supported.	Introduce trauma-informed approaches and support staff understanding.	Staff develop a stronger understanding of trauma-informed practice and how it can support children's emotional and behavioural needs.	Embed consistent trauma-informed strategies across the school.	Trauma-informed strategies are used consistently across the school, helping children feel safer, more understood and better able to regulate their emotions.	Ensure a whole-school culture that promotes safety, wellbeing and positive relationships.	A whole-school culture is established where children feel safe, valued and supported, enabling them to engage positively with learning and relationships.
3. Inclusive Play To develop inclusive play opportunities that enable children with disabilities to participate, develop skills and build confidence.	Review play opportunities and identify barriers for children with disabilities.	Barriers to play are identified, with appropriate adaptations and resources put in place to support participation.	Adapt resources and environments to support inclusive play.	Children with disabilities have greater access to a wider range of inclusive play opportunities alongside their peers.	Embed fully inclusive play opportunities where all children can participate and thrive.	An inclusive play environment is embedded across the school, enabling all children to participate, develop confidence and independence, and build positive social relationships.

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Moving Safely Around the School	Reinforce safe movement around school, including using stairs safely, keeping to the left and managing transitions	Children have a clearer understanding of how to move safely around school, including using stairs, keeping to the left and moving	Children consistently follow safe movement expectations and become more confident and independent	Embed consistent expectations through assemblies, positive reminders and rewards to encourage safe	N/A	N/A

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	between activities.	calmly during transitions.	when moving around the school.	and independent movement around school.		
Safe Parking Around the School Site	Communicate parking and drop-off expectations clearly with parents and carers, introduce additional signage and reinforce site safety rules. Ensure parking arrangements are consistently followed, with appropriate access to disabled parking spaces for children with disabilities and their families.	Parents and carers understand the parking expectations and children with disabilities can access appropriate disabled parking spaces safely. Parking rules are followed consistently, reducing congestion and improving safety and accessibility around the school site.	N/A	N/A	N/A	N/A

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Access to spoken information	N/A	N/A	Training for use of the hearing and induction loop	Staff use hearing loops effectively	N/A	N/A

Other: Training

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
2. Staff Training – Neurodiversity and Trauma-Informed Practice	Provide staff training to develop a greater understanding of neurodiversity and trauma, and how these can affect children's learning, behaviour, communication and wellbeing.	Staff have increased knowledge and confidence in understanding neurodiversity and the impact of trauma on children.	Support staff to apply consistent, inclusive and trauma-informed strategies to reduce barriers and help children feel safe, supported and ready to learn.	Staff use appropriate strategies and adjustments consistently to support children's learning, regulation, wellbeing and engagement.	Embed a whole-school approach where staff confidently recognise and respond to individual needs, strengths and experiences, ensuring all children feel valued, included and supported.	Children experience a safe, inclusive and supportive school environment where their individual needs and strengths are recognised and they can thrive.

