



Homer First School and Nursery

Accessibility Plan

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
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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. At Homer First School and Nursery we are committed to giving all our children every opportunity to achieve the highest of standards. We promote a sense of community and belonging and we believe that educational inclusion is about equity for all learners whatever their age, gender, ethnicity, impairment, attainment or background. We believe that inclusion must always have the child's needs and views at the centre with all professionals, parents and carers working collaboratively towards meeting those needs.

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.

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.

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.

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	Adaptive resources and differentiation are embedded in our curriculum practice. We use resources tailored to the needs of pupils who require support to access the curriculum We liaise with all preschool and nursery providers so we can be prepared for new intakes Close links with appropriate outside agencies to support pupils with a disability Reading, Writing, Maths and Science progress is tracked for all pupils, including those with a disability All teachers understand and can use data to plan for the progress of all pupils in their class Pupil progress meetings take place every term to identify groups of pupils who require additional intervention The needs of vulnerable pupils are our highest priority Training for teachers and TAs on maximizing the impact of outcomes for pupils with SEN and disability through the MITA project.	Curriculum resources include examples of people with disabilities The curriculum is reviewed to make sure it meets the needs of all pupils in foundation subjects To further upskill Teachers and TAs to ensure they meet the needs of all pupils To ensure that interventions are linked to classroom learning To ensure consistency in the use of the scaffolding framework and metacognition strategies within the classroom To monitor and reduce persistent absences.	Teachers and Subjects Leaders to utilise books and resources that centre on individuals with disabilities. To have a designated area within the school library focussing on disabilities To have resources within the school library to support learners (e.g. overlays and reader pens) Subject Leaders to track the progress of pupils in foundation subject, to ensure all pupils are making progress including those with SEND Subject Leader ensure adaptive resources and differentiation is embedded within foundation curriculum practice Attendance Lead and SENCO to continue to monitor absences for SEND and vulnerable groups Training on MITA and Metacognition by School Support Service and Link EP SENCOs to deliver training on effective interventions using the schools Graduated Response offer	Teacher & SENCOs SENCOs SENCOs Teachers Teachers Headteacher, SENCOs & PP Lead SENCO	Spring 1 2026 Autumn 1 2025 Autumn 1 2025 Spring 2 2026 Autumn 2 2025 Autumn 1 2025 Autumn 1 2025 Spring 1 2026 Autumn 1 2025	Our curriculum promotes inclusion across all subjects Our school library promotes and celebrates inclusion Subject Leaders are using information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure they are able to make progress. Additional intervention is matched to children's needs, tracked using the school's Provision Map to inform next steps. All teachers are clear on the expectations of our universal graduated response offer Children with low attendance are identified in a timely way. Strategies are put in place for individuals who have low attendance. Attendance of vulnerable pupils is improving.

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 – Including emergency evacuation plans	The environment is adapted to the needs of pupils as required. This includes: A ramp into the portacabin Access to the car park for Blue Badge holders Corridors are wide enough for wheelchairs to be used Entrance to the building, via the main road and playground, is flat allowing for easy wheelchair access. Office entrances have flat floor entrances Access to Kitchen Servery is clear and suitable for wheelchair users Library shelves at wheelchair-accessible height Low push bars on all external doors Furniture is appropriately sized for children and young people, and school make reasonable adjustments for extracurricular activities, ensuring full inclusion for those with SEND Staff actively seek pupils views to inform necessary adaptations	To ensure a temporary, portable ramp is available as required The school car park has clearly marked disable bays Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with disability as required Key staff trained in evacuation procedures	School to purchase a portable ramp Car park markings to be relined SENCOs to complete Risk Assessments for pupils with disability and write PEEPs as required and coordinator with Health & Safety on additional training as required	School Business and Site Managers School Business Manager SENCO & Health & Safety Officer	As required Autumn 1 2026 Autumn 1 2025	Wheelchair access will be improved and fire regulations for evacuation met.

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 – including parents and carers	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage Large print resources as required Dyslexia friendly books Pictorial or symbolic representations - using Widgit Working closely with the Sensory Consortium to hire/purchase equipment for pupils with visual or hearing impairments Reader Pens available within the school	All displays are meaningful and visually accessible and use of pale background and accessible uncluttered font styles on the whiteboard. Staff are mindful of factors such as lighting, noise, and scents in classrooms, ensuring a supportive environment for all learners. Dyslexia friendly fonts are used throughout the school where possible School library offers an increase range of dyslexia friendly books including fiction and non-fiction Increase the availability of assistive technology Staff to receiving training on using Makaton, Pecs and Communication boards School Website is accessible for all Polices, Newsletters and Letters are available in a range of formats to support ease of access	Audit of the learning environment Further training on Dyslexia and adaptations within the classroom Purchase of dyslexia friendly books Purchasing of further of assistive technology and programmes Training for staff on using a range of communication strategies – introduce sign of the week and Makaton is assemblies Working with Website provider to increase accessibility. Making communication more accessible e.g fonts or audio version	Headteacher and SENCOs SENCOs SENCOs & English Lead SENCOs & Computing Lead Headteacher SENCo with support SAL service SENCO & School Office Manager	Autumn 2 2025 Summer 2 2026 Autumn 1 2026 Summer 2 2027 Spring 1 2026 Summer 2 2027 As required	Displays and classrooms offer consistency are accessible for pupils School library offers books that are accessible for all readers. Staff are confidently using non-verbal communication to support pupils The school has access to more assistive technology as required to support pupils School Website and communication are fully accessible

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 Headteacher, SENCOs and Governors.

It will be approved by the Governing body.

Links with other policies

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

- Risk assessment policy
- 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