



## Accessibility Plan

Audit Conducted by	S Thompson, Principal
Date	March 2025
Review Date	March 2028

### Pendle Education Trust

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Company Registration Number: 08263591  
Place of Registration: England and Wales



The Accessibility Plan should be read in conjunction with the school's Disability & Accessibility Policy.

### Access to the Curriculum/ Inclusion

Aim	Strategies	Timescale	Responsibility	Success Criteria
Continue to ensure access to the curriculum for all children and groups	Continued deployment of Seesaw learning platform to reduce barriers to learning. School curriculum is planned in a way which maximises links between subject areas.	Ongoing	SLT	Children are able to access learning in all curricular areas.
Ensure adaptations in teaching are effective in meeting the needs of all children	Teachers to use adaptive strategies to meet the needs of all children; this can be seen on flipcharts and in the children's outcomes. Staff to work with SENDCo and specialist team to ensure provision and resourcing is tailored to individual needs. SLT to monitor quality of adaptation and provision for ALL children.	Ongoing – reviewed annually to reflect changes in need	SLT Teachers SENDCo	Children are able to access the learning and are making progress.
Ensure interventions are effectively targeted to maximise progress.	Teachers to plan interventions to meet the needs of the children, with a primary focus on the use of reactive and/or same-day interventions. IDL software used to target children with specific learning gaps, promoting independence strategies. SLT to monitor the impact of interventions.	Ongoing  Termly progress review meetings are used to review impact of interventions	Teachers SLT SENDCo	Children are learning and are making progress. Specific needs are being supported through effective interventions



Sunshine Room Curriculum development	Ensure that the curriculum for children unable to access mainstream setting aligns with the wider school curriculum, so that these children experience the same curriculum offer as other children, tailored to their individual needs.	Annual review	Curriculum Design Leader	Curriculum plan for Sunshine Room aligns with whole-school curriculum plan.
Staff training in supporting children with specific needs	Specialist teachers to provide staff training for the needs that are in school.	Ongoing as required as part of CPD programme	SENDCo Specialist teacher Speech Therapist	Greater staff understanding of and how to support children with specific needs
Deploy specialists to work in school to address the specific needs of children so that they can access the curriculum	School has appointed <ul style="list-style-type: none"> <li>• Specialist teacher</li> <li>• Speech therapist</li> </ul>	Completed	Principal	Specialist advice available to support staff in meeting complex needs.
Liaise with the pre-school providers to prepare for the new intake of children into the Foundation Year	Identify pupils who may need adapted or additional provision	May to July annually	SLT EYFS Leader SENDCO	Provision in place ready for the child starting school.
Liaise with educational establishments to prepare for the intake of new children who transfer within the year	Identify pupils who may need adapted or additional provision	Ongoing as needed	SLT SENDCO	Provision in place ready for the child starting school.



Policies to ensure they reflect inclusive practice	Review policies to ensure they reflect inclusive practice	Ongoing	SLT LAC	All policies reflect inclusive practice and procedures
Establish and maintain close liaison with outside agencies	To ensure collaboration between all agencies	Ongoing	All staff SENDCo	Clear collaborative working approaches through regular meetings, risk assessments, reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and clubs	Create personalised risk assessments and access plans. Liase with external agencies.	Ongoing	EVC Sports Coaches All staff	All children are able to attend trips, clubs and extra- curricular activities

## Communication

Aim	Strategies	Timescale	Responsibility	Success Criteria
To ensure that required information is accessible to all	Ensure all information and policies are on the school website. Copies of policies can be requested at the office. New starters are given information packs and access to the school's handbook. DSL's are displayed so that adults/children know who to talk to. Text messages and written	Ongoing	SLT Office DSLs All staff	Parents/carers/visitors are able to access information about the school easily and know who to talk to if there is a problem.



	letters are used as well as twitter. Teachers are accessible on the yard at the end of the day. Bilingual support is available at the office and in meetings/parents evenings and if not efforts will be made to try and communicate in the best way possible.			Parents who do not speak English are given the support available to enable communication with the school.
To ensure that medical information is known to the staff working with the child so that they can receive the relevant support	Medical information is updated and shared with the staff. Kitchen and lunchtime staff are aware of allergies and policies/procedures are followed in line with Elinor medical diet policies. Medication is stored in the office safe and administered with a witness and recorded. See Medical Needs Policy. Care plans are in place for all children who require one.	Annual updates unless problems arise. Half termly meetings with the school nurse to discuss the needs of children.  First Aiders trained on a 3-year cycle.	SLT All staff School Nurse Office Kitchen staff	Staff are aware of children who have medical needs and are able to follow policies, procedures and care plans. Information is also accessible to staff who may not be familiar with the children eg, agency cover staff.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully	When carrying out home visits ensure any needs are recorded; there is a lower hatch at the office; path up to the office with no steps; school has a pro- active approach to offering improved access.	Ongoing	SLT Office All Staff Site supervisor	Parents report that they feel fully included in school events and are welcomed into school.



support their child's education				
Ensure that reasonable adjustments are made for staff with a disability, medical condition or other access needs	Identify staff needs during induction procedures, annual appraisal and back to work interviews. Engage with Occupational Health when needed	Ongoing	SLT All staff	Staff feel fully supported in being able to carry out their job

### Physical Environment

Aim	Strategies	Timescale	Responsibility	Success Criteria
Ensure the physical environment is accessible to all	<p>The academy will take into account the needs of all pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, signage, playground markings, etc.</p> <p>Refer to the environmental audit included as an appendix to this document.</p>	Ongoing	LAC SLT Site supervisor	<p>The physical environment is safe and accessible for all.</p> <p>An annual environmental audit is completed, with identified and agreed actions implemented swiftly.</p>



Ensure that the reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Carry out risk assessments, liaise with external agencies, identify training needs. Ensure emergency evacuation procedures are clear and that staff are capable of carrying them out.	Ongoing	LAC SLT Site supervisor	The physical environment is safe and accessible for all.
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**APPENDIX – Environmental audit (updated annually).**



Area (eg, entrances, yards, toilets)	Specific Location	Wheelchair access?	Sufficient lighting?	Are routes clear?	Other notes	Actions required
Entrances & Exits	Main entrance – external	Yes	Yes	Yes		
	Main entrance – internal	Yes	Yes	Yes		
	Yard 1 – East entrance	Yes	Yes	Yes		
	Yard 1 – South entrance	No	Yes	Yes	Wheelchair access via East entrance	
	Yard 2 – classroom entrances	Yes	Yes	Yes		
	Yard 2 – Corridor entrance	Yes	Yes	Yes		
	Yard 3 – KS2 entrance	No	Yes	Yes	Wheelchair access via Yard 2 corridor entrance	
	EYFS – classroom entrances	Yes	Yes	Yes		
	Naania entrance	No	Yes	Yes	Small step to access	Access to be granted via double gates on Walter Street
	Dining Room entrance	No	Yes	Yes	Small step to access, but this is on a corner so a portable ramp cannot fix to it.	Access to be granted via double gates on Walter Street





Area (eg, entrances, yards, toilets)	Specific Location	Wheelchair access?	Sufficient lighting?	Are routes clear?	Other notes	Actions required
	Offices – rear entrance (Room 4)	Yes	Yes	Yes		
Playgrounds / outside areas	Path to office	Yes	Yes – external	Yes	During evening events, external lights can be switched on if it is dark outside to increase visibility.	
	Yard 1	Yes	Yes – external	Yes	Wheelchair access through North side gate. South gate has no wheelchair access – stepped.	
	EYFS yard	Yes	Yes – external	No*	*Yard has a lot of outdoor provision, but clear routes are available at start and end of day for parents.	
	Amphitheatre	No	Yes – external	Yes	Small step to access	Portable wheelchair ramp needed
	Yard 2 – Year 1 outdoor area	Yes	Yes – external	No*	*Yard has a lot of outdoor provision, but clear routes are available at start and end of day for parents.	
	Yard 2	Yes	Yes – external	Yes		
	Yard 3	Yes	Yes – external	Yes		



Area (eg, entrances, yards, toilets)	Specific Location	Wheelchair access?	Sufficient lighting?	Are routes clear?	Other notes	Actions required
	Tangled Climbing Frame	No	Yes - external	Yes	Access to the tangled climbing frame is via a step, and the unit is not suitable for children with significant physical disabilities.	Explore implications of installing wheelchair friendly play units if a child with these needs comes to school.
Toilets	Staff toilets – main entrance (M/F)	No	Yes	Yes		
	Staff toilets – KS2 corridor (F)	No*	Yes	Yes	*These toilets are sufficiently wide to allow a wheelchair user to access if they are able to transition to the facilities independently. Disabled toilet is fully accessible and preferential.	
	Staff toilets – KS2 corridor (M)	No*	Yes	Yes	*These toilets are sufficiently wide to allow a wheelchair user to access if they are able to transition to the facilities independently. Disabled toilet is fully accessible and preferential.	
	Children's toilets – EYFS	No	Yes	Yes		
	Children's toilets – KS1 (M)	No	Yes	Yes		



Area (eg, entrances, yards, toilets)	Specific Location	Wheelchair access?	Sufficient lighting?	Are routes clear?	Other notes	Actions required
	Children's toilets – KS1 (F)	No	Yes	Yes		
	Children's toilets – KS2 (M)	No	Yes	Yes		
	Children's toilets – KS2 (F)	No	Yes	Yes		
	Disabled toilet – KS1 corridor	Yes	Yes	Yes		
	Basement corridor	No	Yes	Yes		
Rooms	Classroom access	Yes - all	Yes - all	Yes - all		
	Classrooms – internal (excludes rooms 9 and 10)	Yes*	Yes	Yes*	Classrooms are not currently laid out to be wheelchair accessible, but this is because of furnishings; these would be moved accordingly in the instance of needing wheelchair access, to meet the needs of the user.	
	Classrooms – internal	No*	Yes	No*	Rooms 9 and 10 have are smaller than all other rooms in school. Wheelchair users would	



Area (eg, entrances, yards, toilets)	Specific Location	Wheelchair access?	Sufficient lighting?	Are routes clear?	Other notes	Actions required
	(rooms 9 and 10)				be accommodated in larger classrooms.	
	Offices	Yes	Yes	Yes		
	Sunshine Room - internal	Yes	Yes	Yes*	Classroom has provision according to need, which may at times lead to items on floor. Entrance to room is clear at all times.	
	Immersive Room	Yes	No*	Yes	Immersive room has to be dark before being switched on; this leads to periods of darkness within the room.	Visually impaired children or visitors to have full 1:1 support during periods of darkness – risk assessed on an individual basis.
	Rooms 42 – 48 on basement corridor	No	Yes	Yes		
	Dining Rooms – internal	Yes	Yes	No*	*Pathways around Naania are less than 1000mm during lunchtimes	
Corridors / Hall	East Corridor (EYFS / KS1)	Yes	Yes	Yes		
	West Corridor Upper Level (KS2)	Yes	Yes	Yes		



Area (eg, entrances, yards, toilets)	Specific Location	Wheelchair access?	Sufficient lighting?	Are routes clear?	Other notes	Actions required
	West Corridor Lower Level (Basement)	No	Yes	Yes		
	Hall	Yes	Yes	Yes		
External to school	Walter Street approach	Yes	Yes – external	Yes	Hedgerows and plants need regular grounds maintenance so as not to hang over onto approach – maintenance contract in place.	
	Bird Street approach	Yes	Yes – external	Yes	Hedgerows and plants need regular grounds maintenance so as not to hang over onto approach – maintenance contract in place.	
	Staff parking area	Yes*	Yes – external	Yes	*This is a gravelled area – it is sufficient for wheelchair access but may be bumpy.	
Other						

