Accessibility Plan

November 2026 review | For LAC agreement on 18 November 2026

We want disabled pupils to take part in lessons, trips, clubs and school life, move safely around the school and receive information in a form they can use. Pupils and families can raise a barrier with the class teacher, SENDCo or school office at any time.

Asking for an adjustment

Tell us what is getting in the way and what would help. This might be a quieter place to meet, an accessible route, a visual timetable, large print, an electronic copy that works with a screen reader or help to communicate. The school will agree who will act, when the adjustment will be available and how we will check that it works.

To request a paper copy, another format or a conversation, contact the school office on 020 8854 6838 or info@nightingale-maritime.org. If a barrier persists, speak to the headteacher or use the school complaints procedure.

Our duties and starting point

Under the Equality Act 2010, the school plans improvements across the curriculum, the physical environment and information for disabled pupils. We anticipate barriers and make reasonable adjustments, including auxiliary aids and services where required. A pupil can need an adjustment whether or not they are on the SEND register.

Class teams already use visual and practical resources, adaptive teaching, specialist advice and planning for visits. The previous access audit recorded wide corridors, flat or ramped entrances, an accessible reception hatch and accessible toilets. The premises lead will check routes, facilities and equipment in use with pupils and families and record any barriers.

Timeframe and oversight

Immediate actions run from November 2026 to March 2027. The next three-year plan covers April 2027 to March 2030. The headteacher will review the baseline and resources with the Trust by 1 March 2027. The SENDCo and premises lead will report progress termly. The LAC will review progress annually and after a significant change.

Actions to March 2027

Pupils and families will help identify which changes matter most. Each lead records the barrier, who is affected, the agreed adjustment, the date and the outcome. Individual support details are kept in the pupil record.

Area and lead	Action and timing	How we will check
Curriculum SENDCo and phase leads	By February 2027, sample lessons, reading materials and planned visits with disabled pupils. Agree changes with class staff, including accessible texts, adapted equipment or communication support.	Record whether each pupil can take part in the intended task. Gather pupil views and revisit the adjustment at the next provision review.
Physical access Premises lead and headteacher	By February 2027, walk key routes with users, including the entrance, teaching spaces, toilets, outdoor areas and emergency routes. Check signage, accessible fittings and arrangements for visitors.	Log and prioritise each barrier. Record an interim adjustment, an owner and a target date. Refer works requiring funding to the Trust.
Accessible information SENDCo and school office	By February 2027, ask families and pupils which formats they use. Test a teaching resource and a family communication in the requested formats. Agree a contact and delivery timescale.	Check with recipients that they can read, navigate or understand the material in time to use it. Record adjustments and follow up missed requests.
Resources and oversight Headteacher and LAC SEND link	By 1 March 2027, review the findings, consult disabled pupils and families and confirm priorities, resources and interim arrangements with the Trust.	Record decisions, costs where known, owners and dates. Bring unresolved barriers and decisions requiring Trust support to the LAC.

Individual safety and participation

Before a new placement, visit or timetable change, staff check access with the pupil and family. Agree support for transport, medical needs and emergency arrangements with relevant staff. Check that cover staff understand their role and that the pupil has a way to communicate if an adjustment fails.

April 2027 to March 2030

These commitments extend the November review. The leads adjust priorities as pupils' needs and the use of the site change. Where major work is needed, the headteacher agrees a funding route with the Trust and records the support available in the meantime.

Priority	What we will do	Evidence and review
Participation in the curriculum	Each term, class teachers and phase leads check access to lessons, assessment, PE, trips and clubs. The SENDCo arranges relevant training and checks that aids, including hearing or communication equipment where needed, work for the pupil.	Termly participation checks, examples of work and pupil or family feedback. Compare participation before and after an adjustment and record the next step.
Access around the site	The premises team checks routes and obstructions routinely. Each year, the headteacher prioritises physical and sensory improvements with disabled users. Review the previous sensory garden and sensory circuit proposals against current needs, use and cost.	Dated access audit, maintenance or capital actions and follow-up with users. Record completion or an interim route, adjustment and date for review.
Information in usable formats	Teachers and office staff provide information in good time in the pupil's preferred form, such as accessible digital text, symbols, large print or audio. Check key website documents and family messages with users.	Termly sample of materials, timeliness of requests and recipient feedback. Revise any format that pupils or families cannot use independently.

How families and governors can follow progress

The SENDCo gathers pupil and family views at reviews and through accessible feedback. The headteacher reports completed actions, unresolved barriers, resources and next steps to the LAC annually. The school publishes the agreed plan on its policies page and links to it from the SEND information page.

Equality Act 2010, Schedule 10 • DfE guidance on academy website information