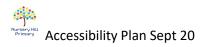




# Accessibility plan Nursery Hill Primary School



Approved by:	Ms J Clarke – Head of School T. Render – Chair of Governors	Date:
Last reviewed on:	Sept 2020	
Next review due by:	Sept 2023	

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### 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Nursery Hill Primary 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.

Nursery Hill Primary School is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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.

The school supports any available partnerships to develop and implement the plan.

Eg: Warwickshire Local Authority

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of Nursery Hill Primary School.



## Legislation and guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance</u> for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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.

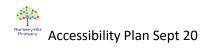
Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



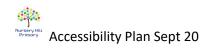
## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

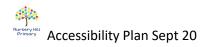
<b>Outcomes</b>	Accessibility	Actions			Evidence	Dates
	planning code C – curriculum E – Environment I - information	What/How	Lead	Resources	to be collected to measure progress	(from and to)
Increase access to the curriculum for children with a disability	C, E & I	<ul> <li>Our school offers a differentiated curriculum for all pupils.</li> <li>The curriculum is differentiated by each class teacher to meet the needs of the pupils within their class.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Class teachers in collaboration with parents, professionals and pupils will use individually designed resources in order to meet the needs of specific pupils in their class</li> </ul>	Inclusion Lead Class teachers Class teachers	Language and Literacy toolkits Maths toolkits Lexia reading program to continue to be used to support all SEND children, where appropriate.	Audit of staff training and competency. Evidence of strategies put into classrooms by staff. Evidence of staff training. Class teachers to maintain continuums for each child on the SEND register to identify targets	From Spring 2020 ongoing



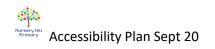
Curriculum resources include examples of people with disabilities. <i>Curriculum resources are</i> monitored to ensure that there are examples of people with disabilities within those that are used in all subject areas	Class teachers Subject leaders Inclusion Lead	Review meetings with staff.
<ul> <li>Curriculum progress is tracked for all pupils, including those with a disability.</li> </ul>		
Curriculum progress is tracked for all pupil regardless of disability or ability.1/2 termly pupil progress meetings identify need and track additional provision and its impact. Where pupils are working below age related expectations attainment is tracked using a range of additional methods including the Continuum, Boxhall profiles and expectations for pupils working below standards at the end of Key stages. (see Assessment Policy)	Inclusion Lead Assessment Lead	
Targets are set effectively and are appropriate for pupils with additional needs.	Inclusion Lead Class Teacher	



<ul> <li>We currently use a Graduated Approach Booklet for all pupils with additional need to track progress.</li> <li>Targets are set for all pupils at pupil progress meetings and additional individual targets are set for all pupils on the SEND register and reviewed at least ½ termly.</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>The curriculum is reviewed by the class teacher at least ½ termly to ensure that it meets the current needs of each class. An annual review of each subject within the curriculum will take place to ensure that the curriculum continues to meet the needs of the current school intake.</li> </ul>	Inclusion Lead Class Teacher	Review the PE curriculum to include disability sports. Ensure that venues and means of transport are check for suitability. Staff audits Skill audits To identify training needs at meetings.	Evidence of Staff CPD Risk assessments for visits and sports	
Pupils with EHCP's will have at least termly reviews and an annual review to ensure provision continues to be appropriate. From April 2020 Funded Provision Plans will be in place.				
• Ensure PE, Swimming and Sports Day are accessible to all	Subject Lead			



		<ul> <li>All school trips and visits need to be accessible to all pupils.</li> <li>Ensure that relevant staff receive training on the use of any specialist equipment used by individual pupils.</li> <li>Ensure staff have training on specific needs and disability issues.</li> </ul>	Inclusion Lead Class Teacher SLT			
Improve and maintain access to the physical environment.	C, E & I	<ul> <li>The environment is adapted to the needs of pupils as required.</li> <li>This includes: <ul> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets</li> <li>Library shelves at wheelchair-accessible height</li> <li>Main Office hatch</li> </ul> </li> </ul>	Site Manager Inclusion Lead Head teacher		People with disabilities can be evacuated quickly, easily and safely.	Spring 2020 Ongoing
		<ul> <li>Ensure all people with disabilities can be safely evacuated.</li> <li>Ensure there is a personal emergency evacuation plan for pupils with disabilities</li> </ul>	Inclusion Lead	Fire exit maps available in all classrooms and common areas around school.		Spring 2020 ongoing



		<ul> <li>Ensure that Class Teachers and adults are aware and assigned responsibility for high risk SEND pupils during fire drills and evacuations.</li> <li>Ensure staff are aware of the need to keep fire exits clear</li> </ul>	Class Teacher	Assigned staff to be notified and recorded centrally to ensure all staff know their responsibilities.		
			Headteacher, Site Manager, Class Teacher			
Improve the delivery of information to pupils with a disability	C, E & I	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations	Headteacher Inclusion Lead Class teachers	In classrooms - Visual timetable - Visual support - Concrete materials and resources - Large print resources	Strategies used in the classroom Improved accessibility for all throughout the school environment.	Spring 2020 ongoing



#### Monitoring arrangements

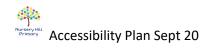
This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Head teacher and governing body.

#### Links with other policies

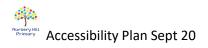
This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Assessment Policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey	N/A	N/A	N/A
Corridor access	All corridors are wide enough for wheelchair access	N/A	HT/ Caretaker	N/A
Lifts	No lift available – 1 storey building	N/A	N/A	N/A
Parking bays	There are no specified disabled parking bays – necessary arrangements for parking can be made in discussion with the Head Teacher and Caretaker prior to arrival	N/A	HT/Caretaker	N/A
Entrances	The majority of entrances to the main building are accessible using a wheelchair.	Notification and information passed to relevant stakeholder before (where possible) arrival into school.	HT/ Caretaker	N/A
Ramps	There are no built ramps to ground floor entrances – Building Services Manager will provide movable ramps where necessary at the relevant time	N/A	HT/ Caretaker	N/A
Toilets	We have 1 ground floor disabled toilet			N/A
Reception area	DDA compliant Reception hatch	Hatch is at wheelchair height – however ramp will need to be provided at the appropriate time to access main reception area	HT/ Caretaker	N/A



Internal signage	Check on internal signage needs	HT/SENDCo/Building	HT/ Caretaker SENDco	Aut 2020
	updating	Services Manager to carry		
		out an environmental		
		walk to review signage		