Accessibility Plan
Nursling C of E Primary School
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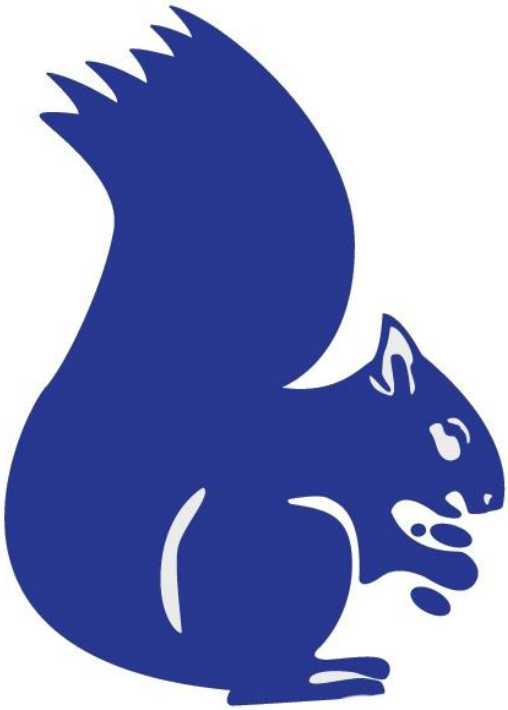

1. Introduction:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher at Nursling CE Primary School. The plan is monitored by the Headteacher and evaluated by the Governors' Environment and Resources Committee. The current plan is appended to this document.

2. Vision Statement

At Nursling CE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

3. The Accessibility Plan

1) The Nursling CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document is used to advise other school planning documents and policies and is reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objective, and is similarly published on the school website. We understand that the Local Authority monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and advise upon the compliance with that duty.

3) Nursling CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Nursling CE primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make

reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- **Increase access to the curriculum for pupils** with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Nursling CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Equality Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) The Accessibility Plan is published on the school website.

10) The Accessibility Plan is monitored through the Environment and Resources Committee.

12) The school works in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims

Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a letter home about a parents' evening.

Physical Environment

Children with disabilities are encouraged to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum where activities would require consideration by professionals when planning to ensure any disabled pupils are able to access at their level of ability. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of children with disabilities, for example: peer relationships, the provision of personal care, the presence or lack of role models or images of disabled people.

Access Audit

The school is a one storey building with wide corridors and several access points from outside. Classrooms are all on the ground floor with wide door access to most rooms. The hall is on the ground floor and is accessible to all.

The school has 3 entrances which are flat (or ramped) and all have wide doors fitted. The school has internal emergency signage and escape routes are clearly marked. PEEPS are updated annually.

Management, coordination and implementation

We consult with experts when new situations regarding pupils with disabilities are experienced. Progress towards the achievement in the action plan is a standing agenda on Environment and Resources committee agendas.

Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
a) To liaise with pre schools providers to review potential intake annually.	To identify pupils who may need additional to or different from provision annually.	Summer term each year.	Year R team and SENCo	Procedures/equipment / ideas set in place by the summer holidays.
b) Further develop close liaison with parents.	Request information in advance of parent evening regarding any disabilities.	Ongoing	HT All Teachers & staff	Parents share information about any disabilities their child has.
c) To further develop close liaison with outside agencies for pupils with ongoing health needs. *Eg Children with severe asthma, epilepsy or mobility issues.*	The SENCo to contact all agencies in September (annually) to review healthcare plans or know health needs with relevant agencies & share with key staff.	Ongoing on an annual basis.	SENCo TAs Outside agencies	All information and training is up to date.
d) Review achievement of all SEN pupils termly.	Scrutiny of termly achievement and report to Govs annually. Regular liaison with parents. Support from SENDCo as required.	Termly	Class teachers SENCo	Progress made towards IEP targets is good. Provision mapping shows clear provision and is reviewed termly.

Aim 1: Increase the extent to which disabled pupils can participate in the school curriculum.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Leadership Team and Environment and Resources committee.	Pupils, staff and visitors able to move around the school with ease unhindered by premises developments.
b) Ensure all with a disability are able to access our school.	• Create access plans for individual disabled children • Undertake confidential survey of staff and governors to ascertain access needs and ensure they are met in the school and meetings. • Include questions in the confidential pupil information questionnaire about parents' access needs.	With immediate effect, to be annually reviewed (termly for children).	Teaching and non-teaching staff	Requests for support to be met.
c) Ensure that medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and develop individual healthcare plans when required.	With immediate effect to be constantly reviewed	SENCo	Children's medical needs are appropriately met.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) Review children's records ensuring school aware of any disabilities for them or parents.	Information collected about new children. Records passed up to new class teacher.	Annually	Class teachers LSAs	Each teacher/staff member aware of disabilities of children (and parents) in their class.
b) Ensure all children with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware.	ASD children able to access curriculum at appropriate level.