




Nutley Church of England Primary School Accessibility Plan 2020-2023

This policy was endorsed by the Board of Governors at this meeting on 30th November 2020

Signed  Chair of Governors

Signed  Headteacher

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act superseded all existing legislation, including the Disability discrimination Act.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) (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 plan must be reviewed every three years and approved by the Governing body. At Nutley C.E. Primary School the plan will be monitored by the headteacher and SENCO.

At Nutley C.E. Primary school we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, 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 develop a culture of inclusion, support and awareness within the school. The Accessibility Plans shows how access will be provided 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 practical. The Accessibility plan contains relevant and timely actions to:

- Ensure access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils, this covers teaching and the learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.
- Ensure the delivery of written information to pupils, staff, parents and visitors with disabilities; For example: hand-outs, timetables and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe.

1. Aims and Objectives.

Our aims are:

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

2. 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 at the school we collect information on disability as part of our annual data checking form.

Physical Environment

We currently have no pupils with disabilities that would prevent them from participating in extra –curricular activities. Provision for any disabled children joining the school would be carefully considered and planned. Some aspects would present particular challenges but we would consult with parents and carers to achieve the most satisfactory result for the child. Due to the age of the original school building, there are many challenges. There is no access to the library or the upstairs classroom and there is no space within the building for a lift to be fitted. There is full access to the hall, disabled toilet, the downstairs classrooms and the playground.

Curriculum

There are areas of the curriculum which disabled pupils may find hard to access. For example: PE for pupils with physical impairment, or art for pupils with a visual impairment. We will ensure that the best resources are in place to ensure the maximum participation by all pupils. Special adaptations may be required to support certain pupils.

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of EHC plan process	For each annual review	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. Improve access to the reception area	a) Ensure area continues to be clear so it is wheelchair accessible b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats, including Communicate in Print.	Ongoing From December 2020	Caretaker/Headteacher School Secretary/Headteacher	Disabled parents/carers visitors feel more welcome.
	3. Improve signage and external access for visually impaired people	a) Repaint yellow stripes on edge of all external steps as necessary. b) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	From September 2020	Caretaker Caretaker SENCO	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	4. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for appropriate children b) Develop a system to ensure all staff are aware of their responsibilities	For September annually	SENCO Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire.
Medium term	Improve acoustics in the hall	a) Seek advice from the Sensory Needs Service	By June 2022	SENCO	Hearing impaired children and adults better able to access activities in Hall.

Long term	1. Ensure all fire escape routes are suitable for all	a) Request advice from Capital strategy Team or county Health and Safety Adviser on accessibility of exit routes and fire doors	By October 2021	HT	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
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Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
	1. Ensure TAs have access to specific training on disability issues	TA training provided	Ongoing	SENCO/HT	Raised confidence of TAs as above.
	2. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	As required	SENCO/HT	All staff aware of individual pupils' access needs.
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1 Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	By December 2021	PE Subject leader	All children able to access PE and disabled children more able to excel in sports.

	2. Review all curriculum areas to include disability issues	<ul style="list-style-type: none"> a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Assemble resource box of disability equality for staff room (primary) d) Have section on disability equality and curriculum access planning sheets 	By October 2021	<p>Headteacher/Subject leaders</p> <p>PSHE E subject leader</p> <p>PSHE E subject leader</p>	Gradual introduction of disability issues into all curriculum areas.
Long term	1. Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children	By July 2021	SENCO/HT	Disabled children confident and able to participate equally in out of school activities.
	2. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools.	By Jan 2022	SENCO/HT	All staff work from a disability equality perspective.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English, c) Produce newsletter in alternative formats e.g. large print, Braille, different languages	Annually ongoing As required	Headteacher	All parents getting information in format that they can access e.g. tape, large print, Braille.
	2. Inclusive discussion of access to information in all SEND reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies to meet needs	Ongoing from September 2017	SENCO	Staff more aware of pupil's preferred methods of communication.
Medium Term					
	1. Continue to review all signs in school to include Communicate in print symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text	September 2017 onwards	SENCO/TAs	Everyone can understand signage and find way around school.
	2. To update the school SEND Information Report annually	a) Ensure SEND updates from the iSEND team are reflected in our annual report.	Annually	SENCO/HT	Ensure parents of SEND children understand what we are able to offer at our school and the support their children can expect to receive.