



Nelmes Primary School

Accessibility Plan 2017-20

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

At Nelmes Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Nelmes Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

As stated above, Nelmes Primary School is committed to equal opportunities and Inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy and action plans documents:

- Special educational needs and disability code of practice: 0 to 25 years, January 2015
- Equality Action Plan
- Nelmes Primary School’s Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements

- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Date – May 2017

To be reviewed – May 2020

Access to the Physical Environment

Target	Strategies	Success Criteria	Responsibility Lead person	Timescale
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of any access issues</p>	<ul style="list-style-type: none"> ▪ Create access plans for individual disabled children as part of the Identification and Assessment process. ▪ To ensure staff and governors can access areas of school that are used meetings consideration of steps, chairs, doors etc ▪ Where appropriate circulate information to relevant staff on Access to Work scheme 	<ul style="list-style-type: none"> ▪ Learning plans are in place for all SEND pupils where necessary access plans are in place, and all staff are aware of pupils' needs • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. • All staff are aware of needs of SEND children at all times 	<p>SENDCo/ Class teachers/</p>	<ul style="list-style-type: none"> • As required • On going
<p>To ensure everyone has access to school premises</p>	<ul style="list-style-type: none"> • Ensure that access to school premises including gates, ramp outside reception, school entrance doors are clear and nothing is preventing those with reduced mobility, walking frames or wheelchair have access to the school 	<ul style="list-style-type: none"> • Disabled parents/carers/visitors feel welcome 	<ul style="list-style-type: none"> • Site manager • Health & Safety Committee • HT 	<ul style="list-style-type: none"> • Regular checks to ensure areas are clear from obstructions

Access to the Curriculum

Target	Strategies	Success Criteria	Responsibility Lead person	Timescale
Continual training for teachers on quality 1st teaching & differentiating the curriculum	<ul style="list-style-type: none"> • Regular CPD on rolling programme. • Information for teachers on differentiating/personalising the curriculum for pupils with additional needs • Advise and support sought from external agencies and other professionals as required 	<ul style="list-style-type: none"> • All teachers feel confident to fully meet the requirements of SEN & disabled children's needs with regards to accessing the curriculum • Increased access to the curriculum. • Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons 	<ul style="list-style-type: none"> • SENDCo • All teaching staff 	<ul style="list-style-type: none"> • On-going from September 2016
All visits are planned to ensure, where reasonable, the participation of the whole range of pupils	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability. 	<ul style="list-style-type: none"> • Pupils are able to access all school trips and take part in a range of activities 	<ul style="list-style-type: none"> • Events coordinator • All teaching staff 	<ul style="list-style-type: none"> • On-going from September 2016
To ensure that technology such as iPads and laptops are used to support the learning of targeted pupils	<ul style="list-style-type: none"> • Training as necessary. Targeted programmes • purchased linked with the curriculum. 	<ul style="list-style-type: none"> • Technology is being used efficiently and where possible use noted on individual IEP's. 	<ul style="list-style-type: none"> • SENDCo • All teaching staff 	<ul style="list-style-type: none"> • on-going as software develops and children's needs change.

General

Target	Strategies	Success Criteria	Responsibility Lead person	Timescale
To continue to raise awareness of staff to specific needs within the school.	<ul style="list-style-type: none">• Staff meetings / Inset on specific needs (e.g. diabetes – insulin injections) – supported key staff.	<ul style="list-style-type: none">• Staff have a clear understanding of needs and are confident with procedures.	<ul style="list-style-type: none">• SENDCo	Ongoing
To assess and monitor the impact of policies on pupils, staff and parents.	<ul style="list-style-type: none">• Senior management team, subject co-ordinators and governors to review policies on rotation.	<ul style="list-style-type: none">• To have the disability equality scheme embedded within all policies.	<ul style="list-style-type: none">• SLT• SENDco• Governors	Ongoing, following set rotation of subjects.