



Accessibility Plan

2023 – 2026

Nightingale Primary School Accessibility Plan – 2023 to 2026

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1. Vision Statement

The SEN and Disability Act (2001) extended the Disability Discrimination Act (2005) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

2. Aims and Objectives

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, the Disability Equality Duty (2010) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

In furtherance of this duty the school has

- Involved those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Published the DES/Action Plan.
- Demonstrated school has taken action identified to achieve outcomes.
- Arranged to report on progress, review and revise the DES/AP annually.

The purpose and direction of the school's plan: vision and values

The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities.

Nightingale Primary School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school's life.

Nightingale Primary School is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to

- Set suitable learning opportunities
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the SEN Governor
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is the action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

Current good practice

Information from pupil data and school audit

- The nature of the school's identification and commitment to disability is clear
- The school is impacting well on these issues
- Staff are constantly up-dated on the provision for and best methods for improving access for a wide range of disability e.g. ~~the hearing impaired service delivered to all staff at a staff meeting~~
- ~~We provide very well adjusted timetables that can provide personalized learning for pupils. We do everything we can to ensure they have access to the full curriculum; the relevant curriculum; school visits~~
- Staff and pupils are well served by being well informed on the nature and individual detail of disability. This is up-dated throughout the year
- The SDP reflects our determination to further promote access as it contains key items on adaptive teaching.

Views of those consulted during the development of the plan

Views are taken at SEN planning meetings, review meetings, parent surveys and annual reviews. There is a very positive opinion regarding the provision for and access by pupils with disabilities. These meetings give us a chance to reflect on what we do and make adjustments when needed. We are very good at being able to personalise learning provisions. We have a learning mentor and CWO to ensure that provision for SEND students continues within the classroom. They both provide help; support, a communication channel for the students and help staff understand the specific needs of the children.

Increasing the extent to which disabled pupils can participate in the school curriculum.

- Meetings with TAs to inform their role / work with disabled pupils.

- A great deal of development work has been completed across the school with regard to 'best policy and practice to further inclusion' using EEF research.
- CPD activities for all staff, e.g. managing health needs, ADHD, and adaptive teaching training.
- By engaging the help and support of outside advisers, we enhance knowledge and techniques of staff.
- Staff and LAC members are made aware of their responsibilities and requirements under the new legislation.
- Advice is given on classroom layout for pupils with disability, e.g. Hearing Impaired to be sat near front, and side of room they hear best from, and don't speak with your back turned towards them when writing on the board.
- A Speech and Language therapist provides weekly input to support staff and children.
- Lessons are for all to achieve in. TAs are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of TAs and Learning Mentor.
- Access is enhanced by deploying multi-sensory techniques.
- All pupils have access to and participate in all practical, expressive and physical activities.

To ensure that all students will have the opportunity to participate in school visits irrespective of attainment or impairment we will:

- Ensure staff have the necessary training to teach and support students with disabilities, and regularly assess training requirements for new staff or with regards to new needs via a staff SEND audit.
- Plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community of disability
- Review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.
- Ensure that any new build / major upgrade will incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non slip flooring).

3. Access Audit

The school is a one storey building with wide corridors and several access points from outside. KS1 areas are all accessible from the play area. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with an accessible reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, All these are fitted with a handrail and a pull emergency cord.. The school has internal emergency signage and escape routes are clearly marked.

4. Management, coordination and implementation

To improve the physical environment of the school. We will;

- Continue to make improvements installing ramps and ensuring that designated parking is clearly marked.
- Cater for disabilities in our transport arrangements including sports / PE coaches / school minibus bookings.

- Improve lighting and re-carpet areas on a rolling programme.
- Support students with mobility difficulties
- Suggest alternative activities for disabled pupils who cannot engage in particular activities.
- Provide ICT facilities for disabled pupils which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- On school visits take into account students with disabilities. Visits are planned for in advance, an assessment is undertaken and a risk assessment produced.

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

- Ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

The accessibility plan commits Nightingale Primary School to endeavouring to:

- increase access to the curriculum for students with disabilities.
- improve access for students and parents with disabilities to written information, for example the translate function on Class Dojo.
- improve the environment to improve access for students and parents with sensory impairments.
- improve the physical environment of the school to increase accessibility.
- improve our knowledge of what works: the learning we have gained; the physical alterations/improvements already made so as to continue to improve accessibility as far as is practical and financially viable.

AP action plan

Aims

- a) to increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) to increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) to evaluate and report to parents, via web site and bulletin on the success of the action plan in meeting its targets

<u>Priority</u>	<u>Action</u>	<u>Success Criteria</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Review</u>
Increase access to the curriculum					
Effective communication and engagement with parents	Meetings with parents/carers – eg, termly consultations ILP / Annual Review meetings with SENCo Stay and Learn sessions Drop everything and read sessions Parent workshops Dedicated SEND/ Wellbeing page on Dojo Parent surveys - Googleform	Parents/carers fully informed about progress & engage with their child's learning	SENCo / Mentor/ CWO	Termly monitoring	July 2023

Adaptations to the curriculum to meet the needs of individual learners	Include adaptive teaching and learning on SDP Training for all staff	Needs of all learners met enabling positive outcomes	HT / SENCo	Termly monitoring of planning and scrutiny of books	July 2023
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, eg: voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker	SENCo / Mentor	Ongoing	July 2023
Improving Physical Environment					
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation, obstacles, hazards	People with disabilities can move unhindered along exterior pathways	premises team	ongoing	Daily
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	People with disabilities can move safely around the school	All staff	ongoing	Daily
Utilise the outdoor space to support children with sensory difficulties	Developing a sensory garden	Children with sensory needs will have a designated outside area to support them to regulate effectively	SENCo	3 years	July 2024
Further develop sensory provision within school	Develop a sensory circuit with appropriate resources	Children with sensory needs will be able to access regular sensory circuits which will help them to regulate at key times of the day.	SENCo / 1:1 Tas	3 years	July 2024
Improve the Delivery of Written Information					
Availability of written material in alternative formats	Fortnightly newsletter emailed to parent/carers, added to	All parent/carers will be up to date and well	SLT / SENCo /	ongoing	July 2023

	Class Dojo and shared on website. Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published and kept updated on school website Use of Class Dojo to translate information.	informed of school information	Class teachers		
Ensure documents are accessible for pupils with barriers to learning	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation Use dual coding in lessons Use Symbols to support text Present information in manageable 'chunks' Use IT effectively to support access Use translation tools as appropriate.	Pupils able to access all school documentation	SLT / SENCo / Class teachers / support staff	ongoing	July 2023