



# The Nethersole CofE Academy

## Accessibility Plan

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Headteacher	Mrs S J Goode
Chair of Governors	Mr C Mansell
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## 1. 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<sup>□</sup>
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided<sup>□</sup>
- Improve the availability of accessible information to disabled pupils<sup>□</sup>

Our 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.

As a Church school, we are committed to ensuring that we create a school that enables all of our pupils to 'let your light shine' (Matthew 5:16). Inclusivity is at the heart of our school's identity. Through our Christian ethos, we are committed to ensuring that all members of our learning community are valued and respected.

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.

Nethersole Church of England Primary Academy is part of the Birmingham Diocesan Multi-Academy Trust. 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.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance 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 [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

This policy complies with our funding agreement and articles of association.





### 3. Action plan

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

Actions in academic year 2022/2023 = green font

Aim	Current good practice <i>Include established practice and practice under development</i>	Target	Actions to be taken	Person	Success criteria responsible
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Training for teachers on differentiating the curriculum – <b>personalised coaching sessions for teacher took place Sept 2022 – January 2023</b></p> <p>All out of school activities planned to ensure participation of all pupils.</p> <p>Classrooms are organized to promote participation,</p>	<p>Training specific to pupils’ needs. Provide training for all staff. <b>All staff had training from Emma Shackleton Beacon School Support x 4 session. Staff encouraged to use Beacon Behaviour 360 for personalised learning.</b></p> <p><b>Sports events are inclusive and all children are invited. These are tracked throughout the year to widen participation.</b></p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>To ensure that teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum. Whole school community aware of issues.</p> <p>To ensure that all out of school activities conducted in inclusive environment are compliant with legislation.</p> <p>To ensure that lessons start without the need to make adjustments to accommodate needs of individual pupils.</p>



		independence and dignity of all pupils.	Review out of school provision in relation to all children.  Classroom layouts reviewed to support the learning process of individuals. From September 2023 all classrooms to have neutral walls and minimal design.		
Improve and maintain access to the physical	This includes: <ul style="list-style-type: none"><li>□ Ramps (Ramp fitted KS1 door August 2022)</li></ul> IDS consulted regarding ramps and toilet adaptations in KS2 classroom in readiness for September 2024	Ensure that pathways are kept clear of vegetation at all times.	Check school grounds contract are aware of need to keep all paths Site supervisor regularly reviews	Office Manager/Site supervisor	To ensure pathways are safe for all users.



<p>environment</p>	<ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities (Ks1 disabled toilet refurbished August 2022)</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure all doorways are wide enough to allow wheelchair access.</p> <p>Ensure that a disabled car parking bay is allocated within the main school car park.</p>	<p>clear.</p> <p>Check requirements for doorways. School to consider increasing size of doors e.g. reception area.</p> <p>Approach contractor to allocate disabled car parking bay.</p>	<p>Office Manager/ Site supervisor</p> <p>Office Manager/ Site supervisor</p>	<p>To ensure all school users can access all areas safely and independently.</p> <p>To ensure all those in need of disabled parking are able to park close to the school gates.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille, if requested</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To make available school brochure, newsletter and other written information for parents in alternative formats.</p>	<p>Ensure information is available in other formats are parents are aware of this.</p> <p>3 families have used the translate function the newsletter and class dojo posts.</p>	<p>Headteacher</p>	<p>To ensure that school information is available for all, including any necessary adaptations to meet individual needs.</p>





## 4. 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 Headteacher.

## 5. 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



