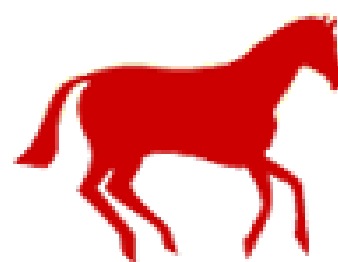


NURSTEED COMMUNITY PRIMARY SCHOOL ACCESSIBILITY PLAN

December 2019



Our Core Values

- 1. Passion*
- 2. Respect*
- 3. Teamwork*
- 4. Determination*
- 5. Self-Belief*
- 6. Honesty*
- 7. Respect*

Nursted Community Primary School Accessibility Plan Statement

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Statement:	Accessibility plan
This statement was approved:	
This statement will be reviewed:	
Governor committee responsibility:	Full Governing Body

Inclusive Vision

At Nursteed Community Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Nursteed Community 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 education, 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

The Nursteed Community Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

The Accessibility Plan for physical accessibility relates to the Access Audit of the School (10/06/2008), 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Access to the Curriculum

In line with the Teachers' Standards and a quality first teaching approach, Nursteed Community Primary School will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to *differentiate* appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support themⁱ.

Our school will:

- refer to the advice and support contained in the Wiltshire Graduated response to School Support (WGRSS)
- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- be fully conversant with the range of catch-up programmes
- take an informed and independent view of the possible literacy and mathematics interventions that are available
- ensure the effective supported transition of vulnerable children and young people
- evaluate the outcomes of our current additional provision and the value for money it provides
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of pupils and develop a strong culture for success
- enhance the life chances of our most vulnerable children
- provide effective professional development for staff and governors
- keep parents and carers informed.
- Liaise with specialist teachers and health professionals where appropriate

Access to Environment

Our school is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces and calming areas for pupils with Autism Spectrum (AS) or Behavioural or Emotional Difficulties. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment dutyⁱⁱ.

Our school will ensure we access the best advice and guidance from the Inclusion Development Programme (IDP) for supporting pupils on the Autism Spectrum, including a 'Sensory Audit for the School Environment' as well as referring to the SWASS (Support in Wiltshire for Autism: School Strategies/Early Years and Foundation version).

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually
- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction.

Cognition and Learning

Our school will:

- follow the guidance in the Wiltshire Graduated Response to School Support (WGRSS) which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary, secondary and special schools. This should be viewed as good practice guidance which our school will work towards meeting
- provide relevant and appropriate advice, training and assessment
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- follow guidance and seek advice from EMTAS (Ethnic Minority and Traveller Achievement Service) for pupils who may have English as an additional language.

Communication and Interaction

Our school will:

- ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions, such as creating individual workstations
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that specialist advice and training is sought from the Specialist SEN Service, health professionals, advisory teachers and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary

Behaviour, Emotional and Social Development

Our school will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needsⁱⁱⁱ
- include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them
- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.

Sensory /Physical

Physical/Medical

Our school will ensure that:

- a suitable space is available for therapy or medical needs
- school staff are available to liaise with visiting professionals
- staff attend manual handling training, where manual handling is a component of the support being provided
- pupils with mobility difficulties are taught in accessible teaching rooms
- venues for educational trips and visits are accessible for pupils with mobility difficulties.

Visual

Our school will ensure that:

- edges of step and ramps are painted to be a contrast to the surrounding area
- general and room signs are easy to read and at the correct height
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of bags and clutter.
- we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges. This includes outside areas.
- teachers and teaching assistants have access to relevant training from a Qualified Teacher for Visually Impaired pupils.

Hearing

Our school will

- provide rubber feet or 'hush ups' for chairs in classrooms where hearing impaired students are studying
- consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors etc.
- consider installing sound-fields into new and existing classrooms as these benefit all pupils, improve behaviour and concentration, and take away the strain on teachers' voices
- ensure teachers attend the training provided by the Advisory Teacher for Hearing Impairment that is provided free of charge to schools with HI pupils.

Buildings

Our school will endeavour to ensure that:

- building improvements to help individual pupils will be progressed where individually appropriate and an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where there is clearly an efficient use of resources
- reasonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty^{iv} These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- we have an up to date Accessibility Plan that has been agreed by the Governing Body.

Engagement with CYP, parents/carers and partners

Our school recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community^v.

Access to Information

Our school recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community.

As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus
- provide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers
- where necessary, provide other language and sign language interpretation for parents, or information in alternative formats, e.g. translated copies of newsletters, enlarged print etc.
- be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

- Provide key information in the form of telephone conversations, text messages, Facebook posts for parents/carers with additional needs

Monitoring the success of the plan:

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through FGB.

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

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans 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**
- **SENCO**
- **School Business Manager**
- **Site Manager**

Key Documents

Key National Documents

SEN Code of Practice 0-25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Bill 2013

<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>

Removing Barriers to Achievement

<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>

Implementing the Disability Discrimination Act in Schools and Early Years Settings

<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/>

Reasonable adjustments for Disabled Pupils

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/key-concepts/reasonable-adjustments/>

Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded_files%2Fguidance_on_matters_to_be_taken_into_account_in_determining_questions_relati_n_of_disability.pdf&ei=cls8Ub21l-GP7AahgYGQCQ&usg=AFQjCNFfomnFA6mFhZmERSCa6gGzCVW5Rw&bvm=bv.43287494,d.d2k

Equality Act 2010 (Schedule 10)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Equality Act (2010) A guide for those working with learners with sensory impairment: National Sensory Impairment Partnership (Nat SIP), Revised – March 2012

ⁱ <http://wiltslt.com/index.php/latest-news>

ⁱⁱ Significantly, this change:

- places the auxiliary aid as the focal point, whereas auxiliary aids weren't expressly mentioned in the original definition
- removes having to look at a particular *provision, criterion or practice* and focuses on whether there is *substantial disadvantage*
- means schools are now looking at the *person* rather than the *procedures and practices*

ⁱⁱⁱ A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism, and speech, language and communication impairments (*Equality Act 2010*)

^{iv} See *vi*

^v New regulations support parents' engagement in, and knowledge of, local services because they require Wiltshire (and other local authorities) to publish a short breaks service statement detailing for parents the range of services on offer in each area and the eligibility criteria that apply to them.