



# Accessibility Plan

Date: September 2022

<b>Date ratified:</b>	September 2022
<b>Author/Reviewer:</b>	H Stevenson
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## DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

<b>First Issue</b>	September 2022
<b>Originator</b>	H Stevenson
<b>Linked Policies</b>	
<b>Target Audience</b>	Parents, School Staff, Governors
<b>Dissemination via</b>	School website

<b>Version</b>	<b>Date</b>	<b>Reviewer</b>	<b>Changes</b>

## **Introduction**

Nether Edge Primary School is a community which celebrates the uniqueness and diversity of each pupil. Excellent teaching and learning is at the heart of all that the school does. The school is committed to providing a physical environment which is suitable for all educational purposes and a broad and balanced curriculum for all children, irrespective of any special educational need or disability. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

## **Definition of Disability**

The Equality Act (2010) states that a person has a disability if:

*“They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.”*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing), Autism Spectrum Disorder and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people. Some specified medical conditions e.g. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

## **Equality Act (2010)**

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child unfavourably.

Nether Edge Primary School will take reasonable steps to avoid putting disabled children at a substantial disadvantage (the ‘reasonable adjustment’ duty).

The governors have the duty to publish Accessibility Strategies and Plans.

## **Scope of the Accessibility Plan**

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Nether Edge Primary School for the purpose of increasing the extent to which disabled children are able to take advantage of education and associated services. We aim to meet the needs of a range of children currently on roll and any prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children with SEN and disabilities, and making target setting effective and personalised for these pupils. Written

material usually provided for all pupils, will be presented, in an appropriate form where necessary, for SEN and disabled children, including in pictorial and oral and Braille formats, where needed. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children can participate in the curriculum of the school.

3. Ensuring that appropriate support is given to all pupils with disabilities and that staff who work with these children are fully aware of their needs. Staff will seek and follow the advice of LA services, such as specialist teacher advisers and appropriate health professionals.

### **Aims**

Nether Edge Primary School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

In considering what is reasonable the academy will take account of:

- The practicalities of making adjustment
- Health and Safety factors
- The Academy budget situation
- The interests of other pupils
- The need to maintain academic standards

All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the academy. Relevant information will be passed on to staff to ensure staff awareness of support needed.

### **Planning Duty**

The school recognises its duty under the DDA (as amended by SENDA):

- not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

Nether Edge Primary School is committed to having an inclusive curriculum and increasing access to the school's facilities by:-

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the academy and physical aids to allow pupils to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils when needed e.g. larger print / braille.

### **Consultation with pupils, parents and disabled people**

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the academy and its users.

### **Audit of existing provision**

#### **1. Curriculum**

- Class teachers take responsibility for each child in their class and plan differentiated learning opportunities to meet the learning needs of the individual using advice from specialists and professionals.
- A range of intervention programmes are also available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- The school employs a SEND Team to support the individual needs of all pupils with SEND both in school and during transition to other schools.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation of all pupils.
- Inclusive venues for residential visits have been identified.
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts.

### **Site Accessibility Physical Environment**

- Nether Edge Primary School currently has two buildings joined by a link bridge.
- The school comprises a ground floor and a first floor separated by a mezzanine level. The mezzanine level comprises an admin office, staff room and phonics room. The school does not have a lift or ramps to support access to the higher floors.
- The ground floor consists of a dining hall, offices, sports hall, assembly hall, offices, 'The Hub' (SEN classroom), 2 sensory rooms and teaching areas for Nursery, Reception and Y1.
- The first floor comprises an ICT suite, classrooms toilets.
- The boiler rooms are located in the cellars.
- There are handrails installed on staircases throughout the school.
- The main playground is all on one level with separate and secure areas for the Nursery and Reception classes.
- The school has 2 disabled toilets, both on the ground floor. Both of these have changing facilities.
- Access arrangements can be made for parents/carers with mobility issues. Parents/carers are encouraged to communicate requirements so arrangements can be made in advance.

**Please note:** The school estate is made up of a complex of old buildings across multiple levels with many staircases. We have worked to improve access over the years but it has been a challenge. There are now three access points into school via Glen Road. Each provides level access to specific ground floor areas of the estate as outlined below:-

1. The main gate entrance allows level access to the ground floor of the Abbeydale Rd building (Reception, two classrooms, PE hall, infant toilets, accessible toilet) and the yard.
2. The nursery entrance allows level access to nursery and to part of the Glen Road building ground floor including the main hall, the school offices, one classroom and a disabled toilet.
3. The car park entrance allows level access to the dining hall only.

There are no lifts or ramps within school to provide access to the mezzanine or first floors of either building. There are no lifts or ramps in the buildings or on the school grounds that allow access between the three separate ground floor areas described above. Moving between these accessible areas while avoiding stairs necessitates leaving the school estate and accessing via the appropriate entrance off Glen Road.

### **Written Information**

Advice is sought from external agencies when needed for example, those dealing with ASD, Speech & Language and Visual Impairment etc. The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services. Translation of information is also sought when needed to aid communication with parents/carers.

### **Policies**

Compliance with the DDA is consistent with the school's aims, equal opportunities policy and the operation of the school's SEND Policy.

The Access Plan will contribute to the review and revision of related school policies.

### **Reviewing, Monitoring and Evaluating the Plan**

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published and is available on request, along with comment about progress.

5. The plan will be subject to monitoring by OFSTED during inspections.

### **Nether Edge Action Plan- September 2022 – July 2024**

<b>Reasoning</b>	<b>Targets</b>	<b>Strategies/ Who responsible</b>	<b>Outcomes/ Success Criteria</b>	<b>Timescale</b>	<b>Goals Achieved</b>
<b>Improved access to the physical environment</b>	Ensure that emergency evacuation procedures meet the needs of the individual pupils with SEND who may need additional support to evacuate.	HS to update PEEPS in line with Fire/ Evacuation duties	Individuals who need a PEEP have one in place to be updated annually. Information shared with all staff and relevant staff to understand their roles.	Annual in September and on admission.	Ongoing
<b>Improved access to the physical environment</b>	Keep corridors clear from obstructions	All staff	To ensure free following movements around the buildings	Ongoing	Ongoing
<b>Improved access to the physical environment</b>	To further develop and maintain “The Nook” and an additional sensory room	HS	To provide a purposeful space for children with SEND to use when not in the mainstream classroom	Ongoing	The Nook is now set up but further ongoing development needed
<b>Improved access to the physical environment and curriculum</b>	To update the central electronic SEND pupil files to include healthcare plans, handling plans and PEEPS.	HS	To ensure all staff have access to and are aware of the plans in place for individuals.	Ongoing	Ongoing  * Ensure new staff receive relevant induction in these areas
<b>Improved access to the curriculum</b>	To ensure that necessary staff are trained in the use of alternative forms of communication (Makaton) and that materials are made available.	HS, MN	Makaton is embedded in and used throughout the school. Impact to be reviewed.	Ongoing	Ongoing  * Particular focus on new staff
<b>Improved access to the curriculum</b>	To further develop the work on the Birmingham Toolkit from Y1 to Y6 to	HS, MN	Each child who is assessed as a ‘1’ on the Mercia Assessments will be	Ongoing	Ongoing

	enable accurate monitoring of progress and planning of next steps for individuals.		further assessed using the Birmingham Toolkit and their progress carefully monitored. Information from the Birmingham Toolkit will be used to inform the child's next step.		* Development work needed with new staff
<b>Improved access to the curriculum</b>	To ensure appropriate staff receive Team Teach training and positive handling plans are put in place.	MN, HS	All staff feel confident and comfortable with handling children appropriately. Plans are communicated across the school and with parents.	Ongoing	Ongoing
<b>Improved access to the curriculum</b>	To provide opportunities for children across the school to access LEAP/VIP on a timetabled basis.	HS, GF, DM	Pupils make progress with the development of their speaking skills.	Ongoing	Ongoing
<b>Improved access to the curriculum</b>	To explore the roles of the SEND TAs to ensure that opportunities to support specific difficulties are increased.	HS, MN	SEND staff feel more confident in what their role is with specific children any may take on a lead/specialise in a particular difficulty e.g. ASD, emotional regulation	Ongoing	Ongoing
<b>Improved access to the curriculum</b>	To investigate further any published programmes that may aid progress made by individual pupils with SEND.	HS,MN	Increased rates of progress for pupils with SEND.	Ongoing	Ongoing
<b>Improved access to the curriculum</b>	To ensure that classrooms are organised to promote the participation and independence of all pupils	All staff	QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	Ongoing



<b>Improved access to the curriculum</b>	To ensure that staff training in supporting pupils with SEND is in place with focus on key areas of need within the school: ASD, SLCN, emotional regulation, ADHD and are delivered to relevant staff	HS, MN	Identify gaps in knowledge and seek external advice from professionals if necessary e.g. SALT, EYI, Autism Team, Fusion	Ongoing	Ongoing
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