



Nansloe Academy

Accessibility Plan

September 2024

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of **Nansloe Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Hub Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Hub Councillors
- External partners. This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Mrs Lucy Swiggs (Head of School)

Date: September 2024

Mrs K Richards (SENDCO)

Date September 2024

Hub Councillor – pending approval.

Date: September 2024

Next Review Date: September 2025

The Equality Act

Compliance with the Equality Act is consistent with our setting's Equal opportunities policy and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their 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.

In performing their duties Hub Councillors have regard to the Equality Act 2010

Our setting:

- Recognises and values the young person's knowledge/parents' knowledge of their child's disability.
- Recognises the effect their disability has on his/her ability to carry out activities, and respects the parents' and child's right to confidentiality.

Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who?	Long, Medium or Short term?	Time frame	Notes
None identified at this time.					

Planning Duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	School needs to determine if relevant staff have skills, knowledge and understanding to support with pupils complex DSEN.	Audit SEND provision and provide training to staff members.	Head of school/ External advisors/SENCO	Autumn 2024 Spring 2025	Staff members have the skills to support children with SEND	Summer 2025
Medium Term	Pupils with complex SEND cannot access mainstream provision.	Provide alternative timetabling, provision and resources. Review school staffing to respond to need.	Head of School / SENCO	Autumn 2024 Spring 2025	Pupils with SEND can access some mainstream provision.	Summer 2024 & On-going after class transitions.
	Extra-curricular activity opportunities are not wholly accessible for individuals with	The needs of future pupils and current pupils whose circumstances change will be reviewed as staff learn of impairments.	Head of school/ External advisors/SENCO	By Summer 2025	Planning of school trips & extra-curricular activities take into account pupils with SEND	Summer 2025

	some complex SEND.	Changes to allow for the greatest level of participation will be made as the review recommends.				
Long Term	To assess future pupils needs against the curriculum to assess accessibility.	Make reasonable adjustments to the curriculum for pupils with DSEN as required.	Head of school/ External advisors/SENCO	Autumn 2024	Pupils with DSEN can access the curriculum fully.	Autumn 2025

Planning Duty 2: Physical Environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Review Personal Emergency Evacuation Plans for pupils with physical difficulties	Identify all exit routes for pupils with physical difficulties, including changes in route due to changes in class allocations.	SENDCO/ Teachers/Teaching Assistants	September 2024	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	September 2024 January 2025 April 2025

	Access from KS1 and lower KS2 classrooms is inhibited by a step.	Consider portable ramp to ensure access through these doors.	ASPIRE Estates / Site Manager	September 2024	Access to KS1 is improved.	September 2024 & On-going.
	Nosing on steps and stairs to KS1 and lower KS2 is faded.	Re-apply contrasting nosing on steps and stairs where it is faded ensuring the contrast between the steps and nosing is good. Refresh existing painted areas with a high contrast colour to aid definition of a change in surface.	ASPIRE Estates / Site Manager	September 2024	Access to KS1 and lower KS2 is improved for visually impaired pupils and adults.	September 2024 & On-going.
	Corridors should be of sufficient width and free of hazards if they are to be used by visually or mobility impaired pupils or staff.	Maintain all lobbies and corridors with a clear width and no obstructions.	All staff and pupils	September 2024	Guaranteed accessibility throughout the building.	September 2024 & On-going.
Medium Term	Pupils require higher level provision in order to meet their sensory needs both indoors and outdoors.	Maintain sensory room to provide this provision for specific pupils. To develop the use of outdoor space and school garden for pupils who sensory needs to access.	SENCO / Head of School All staff and pupils.	September 2024	Sensory room / spaces are in place to regulate sensory needs. Outdoor learning space will be in place to regulate sensory needs.	January 2025

	New pupils with a disability.	Review Emergency Action Plans and create Personal Evacuation Plans. This could include access to toilets (hand rails / modified facilities).	SENCO / Head of School / Class Teacher	As soon as practicable after starting school.	Personal action plan in place for identified pupils & staff.	Autumn 2024
	New pupils or staff with a visual impairment.	Doors to significant facilities should be marked with Braille and signs. Walls / column edges sticking out should be highlighted in a contrast colour to aid definition.	Aspire Estates Department School Site Manager	As soon as practicable after starting school.	All significant areas with the school are signposted with Braille.	Autumn 2024
	New wheelchair-using pupils or staff join the school.	Circulation in classrooms should be monitored. Suitable routes should be created in the dining area. Switches to be changed if necessary to suit an individual's needs.	Aspire Estates Department Health & Safety Advisor Inclusion Team	As soon as practicable after starting school.	Any wheelchair using pupils or staff will have full access to the physical environment.	Autumn 2024
Long Term	Persons with hearing loss are not warned of fire by alarms	Consider replacement of fire warning systems / audit of current locations of systems.	Head of School / Site Manager	Summer 2024	Visual and audible alarm systems are present.	July 2025

Planning Duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Leadership are aware that some information provided is not easily accessible for families and pupils who do not have internet access.	Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access.	SENCO / Head of School	Autumn 2024	School is aware of accessibility gaps to its information delivery procedures.	Spring 2025
	Ensure parents are able to access teachers and other staff members when they need to speak to someone.	Ensure all parents and staff are clear on the system: Parents phone the school to book an appropriate time when the staff member can phone them. Emails between staff and home are shared via the 'hello' email account.	All Staff	Autumn 2024	All parents are able to communicate with staff when needed.	Spring 2025

	Ensure that all reports from external agencies are shared with relevant staff and families.	Aspire leads, Head of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals.	All staff	Autumn 2024	Parents are well informed and actions are taken in light of advice from professionals.	Spring 2025
	Ensure that parents with a hearing impairment are able to access all information in writing.	Ensure that parents are offered 'face to face' meetings, but also all communication to be written if this is the preferred method of communication.	All staff	Autumn 2024	Parents access all school communications in writing.	Spring 2025.
	Ensure that parents with EAL are able to access all school communications and communicate with staff.	Ensure that the school provides translation support in both 'face to face' and written communications.	All staff	Autumn 2024	Parents access all school communications.	Spring 2025
Medium Term	Some written information is not accessible to people with visual impairments / who struggle to read.	Provide written information in alternative formats including 'easy read', 'large print' or 'symbols' or face-to-face meetings to share information.	SENCO / Head of School	Autumn 2024	Written information is fully accessible to all with visual impairments / alternative support provided.	Spring 2025
Long Term	People with DSEN may not be able to fully access all areas of the School website.	Audit of website	SENCO / Head of School	Autumn 2024	Website is fully accessible.	Spring 2025

