



#### Nansloe Academy Core Purpose (Ethos)

We can all learn and improve, regardless of our differences. We can learn skills to help us to be more effective learners and citizens. These skills help us throughout our lives, not just in school, and enable us to make a positive contribution to society. Our attitudes and behaviour now affect our future success.



## **Nansloe Academy School Accessibility Plan 2020 – 2023**

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of Disability**

A person has a disability 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 carry out normal day-to-day activities.

### **Key Aims**

Through this policy, we aim to show our commitment to ensuring that all pupils/students with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Where we feel there are barriers to achieving this, our action plan will be used to drive improvement.

### **Principles**

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.

Our staff recognise their duty under the Equality Act namely:

- 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 governors have regard to the Equality Act 2010.



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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,
- respects the parents' and child's right to confidentiality
- provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for Disabled Pupils to the School Curriculum**

Both staff expertise and the environment enable all pupils to access the full curriculum and maximise their progress from their individual starting points. Provision is monitored and where necessary further training and resources are provided to ensure the very best provision.

### **Improving Access to the Physical Environment of the School**

Accessible signage is used throughout the site.

External and internal environments are accessible for those with mobility difficulties, as well as those who are hearing or visually impaired.

### **Improving the Delivery of Written Information to Pupils with Disabilities**

Various techniques are employed to ensure that information provided is accessible to all. For example, information may be given in enlarged text, visual images are used across the school to support understanding, and tinted paper or coloured overlays may be used to support children and adults with literacy difficulties.

### **Financial Planning and Control**

The Headteacher and the governing body will review the financial implications of the Accessibility Plan as part of the normal budget review process.



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## Nansloe Academy Accessibility Action Plan 2020-23

<b>Compliance with the Equality Act</b>				
<b>Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Responsible person</b>	<b>Time frame</b>	<b>Notes</b>
Accessibility audit completed.	Undertake an accessibility audit using Cornwall recommended template.			
Whole school community aware of issues relating to equality.	SLT to review progress against outcomes listed here through regular monitoring. Training to be provided as required.			
<b>Access to the Physical Environment</b>				
<b>Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Responsible person</b>	<b>Time frame</b>	<b>Notes</b>
To ensure classrooms are optimally organised to promote participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes as needed.			
Improve internal environment access for hearing impaired people.	Ensure the induction loop is regularly checked and serviced.			
Improve external and internal environment access for visually impaired people.	Consider whether we need to provide alternative forms of providing information / signage (eg audible, tactile). Nosings need to be painted yellow.			



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Staff facilities are suitable for use by people with disabilities.	Undertake an audit of staff facilities.			
<b>Inclusive Practice</b>				
<b>Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Responsible person</b>	<b>Time frame</b>	<b>Notes</b>
Ensure children with disabilities maintain and build self-esteem and aspiration.	Focus on key children with SEND are celebrated eg during learning assemblies. Build opportunities to enhance self-esteem into classroom learning.			
<b>Access to the Curriculum</b>				
<b>Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Responsible person</b>	<b>Time frame</b>	<b>Notes</b>
Ensure classrooms are optimally organised to promote participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes as needed.			
Staff are trained to enable full access to the curriculum for all pupils.	Provide "Dyslexia Friendly Schools" training to all staff and governors. Ensure suitable resources cater for neuro diversity including dyslexia, dyscalculia etc. Ongoing guidance from specialists eg physiotherapists, OT SaLT etc.			
<b>Access to Information, Advice and Guidance</b>				
<b>Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Responsible person</b>	<b>Time frame</b>	<b>Notes</b>
Information provided is accessible to all.	Ensure the availability of written material and documentation in alternative formats including for those with differing needs eg visual impairments, no access to internet. Be aware of the services available through the LA for converting written information into alternative formats,			



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	including for the visually impaired and other languages Ensure website and other school communications signpost families to other sources of information eg One Stop Shops, libraries and the Local Offer.			
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