



NERROLS

Nerrols Primary School and Nursery

Accessibility Planning

2019-2020

Signed:

Head teacher

Signed:

Chair of Governors

Date:

April 2019

Next review:

July 2020

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1. INTRODUCTION

Nerrols Primary and Nursery is part of the Richard Huish Trust (RHT). The Trust sponsors a number of schools in the Taunton area and is linked to Richard Huish Sixth Form College – rated outstanding by Ofsted.

This plan seeks to address the statutory requirements of the Equality Act 2010, which replaces the Disability Discrimination Act 1995, and to further improve all aspects of the physical environment of the Academy site and other resources so that disabled students can take full advantage of the curriculum provided by the Academy.

The Academy welcomes students, staff and visitors with disabilities. Student's disabilities may include:

- a range of behaviour, emotional and social difficulties
- specific and moderate learning difficulties – autism, asperger, ASD and dyslexia
- physical disabilities - epilepsy, diabetes, asthma, cerebral palsy, juvenile, arthritis, ehlers danlos syndrome (EDS) and ME (chronic fatigue)

The Academy employs a SENCO and Teaching Assistants as well as working alongside additional specialist services such as physiotherapy, IDS (integrated disability service) along with regular professional meetings.

2. ADMISSIONS

Parents/Carers of disabled students seeking a place at the Academy of their choice are encouraged to make contact with the Academy as early as possible so that the students' needs can be established as early as possible.

The academy has strong partnerships with the local feeder primary and nursery schools. The SENDCO visits as part of transition where individual student's needs are discussed.

3. STEPS TAKEN TO PREVENT DISABLED STUDENTS BEING TREATED LESS FAVOURABLY

Disabled children's needs are discussed with them and parents and detailed plans put in place to ensure that each student can access the whole curriculum. Steps taken may include such steps as:

- Different colour overlays or rules to support students with reading
- Access testing of students to identify if they need additional time, a scribe, a reader or a small room these facilities are made available for both internal and external examinations and any assessments
- Handwriting pens/grips to support students with fine motor skills including wider ruled books
- Visual timetables to support EAL students
- Access to technology for typing

Disabled students are encouraged to participate in educational visits. Special arrangements are put in place which include First Aiders attending and the opportunity for parents/carers to accompany the student on the visit.

4. ACCESS TO FACILITIES – STUDENTS

- Level threshold access and a lift provide access to all areas of the building
- Lifts, students are to have a buddy or adult (depending on age) with them when they use the lift. Making access to all lessons possible
- Evac chairs are located in key areas for evacuation
- Wide doors and corridors
- Low level push button door openers at entrances and at lift
- Adjustable counters in technology rooms giving access to practical technology lessons
- Disabled student toilets
- Low level shelving and resource storage
- Canteen facilities accessible to all students

5. ACCESS TO FACILITIES – PARENTS/CARERS

- Ground floor meeting rooms
- Guide dog access
- Disabled parking bays
- Automated doors at the main reception
- Communication via text messaging rather than telephone calls
- Disabled visitor toilets

Additional family members or other visitors with disabilities are welcome to attend the Academy events for which access will be facilitated as required. If you are disabled, or planning to bring a disabled visitor to an Academy event please contact the Head teacher in advance so we can make arrangements to meet your needs.

6. TEMPORARY DISABILITIES

Some students may experience temporary disabilities following an accident or an illness. In the case of a temporary disability the Academy will complete a risk assessment to accommodate the disability. If required, the students timetable will be adapted and additional arrangements will be made where appropriate e.g.

- Leaving lessons ahead of others to avoid busy corridors
- In the case of a student using crutches, access to the lift and a buddy
- Laptop in the case of injuries to the hand/arm
- Early lunch access to avoid busy periods in the canteen

We recognise that some students, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Headteacher to discuss how we can be of assistance.

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Nerrols Primary School and Nursery 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.

The governing board 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 Head teacher and other relevant members of staff
- Governors
- 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.

We recognise that some students, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Head teacher to discuss how we can be of assistance.

Planning duty 1: Curriculum

Governing boards 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.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
1. High quality teaching and learning for all SEND children	To support all teachers with the SEND needs within their classrooms to ensure they are able to provide high quality teaching for all children	All teachers will be confident in teaching all the new children they have within their classes	To identify high quality teaching and learning across the school for children with SEND through observations, learning walks, book scrutiny and progress checks.	SLT will have continued to develop an understanding of where high quality teaching and learning is taking place across the school.	For examples of high quality teaching and learning to be shared with all staff across the school.	Teaching and learning will be improved in all classes, and outcomes across the school will have improved.
2. Teaching and Learning for children with literacy difficulties and dyslexia.	To further understand staff's knowledge and skills in supporting children with literacy difficulties and dyslexia.	Training needs will be fully identified.	To further develop staff's knowledge and skills in supporting children with literacy difficulties and dyslexia.	Staff will have increased confidence and skills in working with children with literacy difficulties and dyslexia.	To have identified children throughout the school who present with literacy difficulties who may have traits of dyslexia as they get older.	Children will be easily identified and will have right early interventions.
3. Teaching and learning for children with social and emotional needs	Through whole school termly screening using BPVS screening assessments to identify individual vulnerable children	Staff will have increased confidence that vulnerable children are being identified and given support.	To further develop staff knowledge and skills in supporting children with social and emotional difficulties through regular trauma and social and emotional updates in team meetings.	Staff will have increased confidence and skills in working with children with social and emotional difficulties.	To further embed the whole school approach to social and emotional well-being by quickly identifying children at risk and putting intervention in place and developing a whole school ethos towards mental health and emotional well-being.	A whole school ethos will be in place which promotes mental health awareness and supports emotional well-being.

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment 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.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Visibility through doors	To ensure people are aware there may be other people on the other side of the hall door.	Limit risk to people on the other side of the door.	N/A	N/A	N/A	N/A

Safety in the car park	To ensure parents, staff and children are aware of the crossing point in the car park.	Risks are reduced	Mark crossing point with painted marking to highlight risks to both pedestrians and cars.	Visibility of the crossing point is increased.	Changes to the pavement colour / texture to ensure this is easily identified to visually impaired.	Crossing point can be easily identified.
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Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information 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 themselves or their parents/carers.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Access to spoken information	N/A	N/A	Training for use of the hearing and induction loop	Staff use hearing loops effectively	N/A	N/A

Other:

Training

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. Autism training	To undergo training for Autism Level 1 in the Autumn Term.	For all staff to have an understanding of autism.	To regularly update and improve individual pupil passports throughout the year.	Consistency and understanding for the children with social communication needs and autism.	Individual support and training for staff working directly with any children with autism. This can be from the autism and communication team, speech and language therapists and occupational therapists.	Personalised approaches, which improve outcomes for the children with the highest needs.
2. Literacy difficulties and dyslexia training	To carry out an audit of previous training and experience.	SLT have a good understanding staff expertise and training needs.	To give training to all teachers to ensure they understand the school approach to identifying and supporting literacy difficulties including dyslexia.	A consistent approach to dyslexia and literacy difficulties across the school.	To regularly review the resources available and approaches used for supporting children with dyslexia.	Ongoing development of provision for children with dyslexia.