



NERROLS

Nerrols Primary School and Nursery

Accessibility Planning

2022-2025

Signed: *Klocker* Head teacher

Signed: *W. D. D. D. D.* Chair of Governors

Date: September 2022

Next review: September 2025

Contents

Statement of intent

Admissions

Temporary disabilities

Accessibility Planning

 Planning duty 1: Curriculum

 Planning duty 2: Physical Environment

 Planning duty 3: Information

Statement of intent

This plan outlines how Nerrols Primary School and Nursery aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents or carers and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- 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 school and its pupils, and where the school has undergone a refurbishment.

Admissions

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

The school has strong partnerships with the local feeder nursery schools. The SENDCo visits as part of transition where individual pupil's needs are discussed.

Family members and visitors with disabilities are warmly welcomed to attend school events for which access will be facilitated as required. If you require access arrangements to be made, please contact the school so we can make arrangements to meet your needs.

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

Temporary Disabilities

Some pupils may experience temporary disabilities following an accident or an illness. In the case of a temporary disability the school will complete a risk assessment to accommodate the disability. If required, the pupils' 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 pupil using crutches, access to the lift and a buddy
- Use of a laptop in the case of injuries to the hand/arm
- Early lunch access to avoid busy periods in the lunch hall

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

Short-, medium- and long-term actions will be identified to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents/carers. The actions that will be undertaken are detailed in the following sections of this document.



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
To enhance provision for pupils with a dyslexic profile.	Training and awareness provided to all staff to ensure early identification and intervention support.	Early identification of pupil needs, support provided enables child to make progress.	Gather advice and support from external professionals and commence Dyslexia Friendly Schools Award status.	Early identification of pupil needs, enhanced support provided enables child to make progress.	Dyslexia friendly approaches are embedded throughout all learning in all year groups	Dyslexia friendly school status awarded and maintained. Pupils make good progress.
To embed alternative ways for pupils to communicate	Undertake skills audit of staff. Staff training. Introduce Somerset Total Communication (STC) throughout the school.	Pupils and staff use STC to communicate and enhance understanding.	Ongoing programme of professional development to ensure strong communication in a variety of forms.	Use of STC is fully embedded across the school.	To review further methods to support children to develop strong communication skills	School offers a wide range of communication methods to support all pupils.
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
To ensure all pupils are able to fully access all aspects of physical education regardless of whether they have a temporary disability or not.	Liaise with PE and sports specialists to ensure the school is able to respond at short notice to temporary disabilities and continue to provide good access to the physical education and sports curriculum.	The school has a strong understanding of how to adapt and amend planning to maintain strong access to all elements of the PE curriculum during periods of temporary disability.	Staff to liaise with the PIMS team to ensure they are fully aware of the range of accessibility support available should it be required.	School staff are knowledgeable about the range of accessibility support available and know how to access this if required.	School to continue to review the needs of the children in our care to ensure all areas of the school are fully accessible.	All pupils are able to access all areas of the school.

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
To ensure information is fully accessible to all	To enhance awareness of local services for converting written information into alternative formats.	School is able to provide written information in alternative formats	To seek advice from external advisors regarding increasing the accessibility of written information.	The advice and guidance offered is implemented to ensure full accessibility.	To audit the accessibility of the school website and key documentation	The school’s website is fully accessible.