



# Accessibility Policy & Plan

| Nova Primary School Governor Information  |             |
|---|-------------|
| Model Policy  | No          |
| Local Changes   |             |
| Customisation*  |             |
| Originally Adopted  | Autumn 2019 |
| Last Review Date  | Summer 2023 |
| Next Review Date  | Summer 2026 |
| * additions made to policy (eg local detail) but not a change to any policy structure |             |

History of most recent Policy changes – Must be completed

| Date | Page | Change | Origin of Change e.g. TU request, change in legislation |
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## 1 Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school has two golden rights:

- ✓ Everyone has the right to learn
- ✓ Everyone has the right to feel happy and safe

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including senior leaders, governors and the government legislation.

## 2 Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor

or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim  | Current good practice<br><i>Include established practice and practice under development</i>   | Actions to be taken  | Person Responsible   | Date to complete actions by   | Success Criteria  |
|--|---|--|--|---|---|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Pupil Passport Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Regular opportunities for CPD in line with the needs of the school and the children who attend</p> <p>Appropriate observations to monitor the engagement of children with disabilities and their ability to access the curriculum appropriately</p> | <p>Headteacher/ Deputy</p> <p>Headteacher/ SENCo/ Class teachers</p> | <p>Differentiation Focus (2019-2020)</p> <p>Communication Friendly environment focus (2020-2021)</p> <p>ASD focus (2021-2022)</p> | <p>Staff have a raised awareness in strategies appropriate for meeting the needs of children with disabilities and how to appropriately differentiate for them.</p> |

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| <p>Improve and maintain access to the physical environment</p>         | <p>The school environment will be adapted to the needs of pupils as required.</p> <p>This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> | <p>Regular reviews of the school environment and its ability to meet the needs of the children who attend.</p> <p>Consultations with prospective parents and the Caretaker/School Business Manager regarding possible necessary adjustments required</p>  | <p>SBM/Caretaker/ SENCo</p>   | <p>Ongoing and as/when needed</p> | <p>All children, including those with disabilities, will be able to confidently access and engage with the school environment through appropriate adaptations when necessary.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>  | <p>Work alongside Speech and Language therapist to implement appropriate strategies that create a communication friendly environment for all.</p> <p>Ensure consistency across the school regarding signage and visuals.</p> <p>Ensuring communication methods are available to meet the needs of the children within the school through liaising with SBM/Caretaker.</p> | <p>Headteacher/ Deputy Headteacher/ SENCo/ Class teachers/ SEN teacher/ SBM/Caretaker</p> | <p>Ongoing and as/when needed</p> | <p>Children will be able to navigate around the school confidently by using the appropriately accessible communication methods.</p>   |

#### 4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality, Diversity and Community policy
- Complaints policy
- Special educational needs and/or disability policy
- Teaching and Learning policy
- Supporting pupils with medical conditions policy