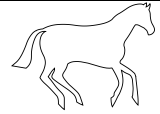


# Nursteed Community Primary School

## Accessibility Plan 2024-2025



### Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

We would like all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum with high expectations for all of our children. Nursteed School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### Purpose of Plan

The purpose of this plan is to show how our Nursteed Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written 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

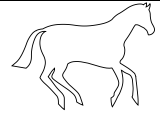
To increase and eventually ensure for pupils/students with a disability that they have:

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

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*Last updated: 15.09.24*

## Nursteed Community Primary School Accessibility Plan 2024-2025



### Principles

- Compliance with the Equality Act is consistent with our Nursteed's aims and 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 governors have regard to the Equality Act 2010
- Nursteed School
  - 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
- Nursteed School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

**Nursteed School's Accessibility Plan endeavours to cover the statutory areas detailed below.**

### **Increasing Access for disabled pupils to the school curriculum**

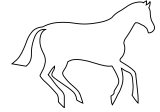
*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- Through regular self-review and continuous professional development (CPD) we aim to enhance staff's knowledge, skills and understanding to promote excellent teaching and learning for all children
- All children are permitted to attend age relevant extra-curricular clubs, leisure, cultural capital activities and educational visits

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## Nursteed Community Primary School Accessibility Plan 2024-2025



### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- Nursteed School has a wide range of equipment and resources available for day-to-day use
- Resource provision is kept under constant review P
- Provision in exceptional circumstances will be negotiated when a pupil's specific needs are understood.

### **Improving the delivery of written information to disabled pupils**

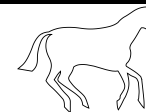
*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- The current level of need will need to be established and respond to changes in the range of need
- Nursteed will need to identify agencies and sources of such materials to be able to make provision when required.
- ICT infrastructure will enable us to access a range of materials.

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Nursteed Community Primary School Accessibility Plan 2024-2025



### Accessibility Action Plan

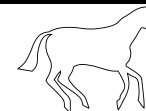
Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Nursteed School policies reflect whole school inclusive practice and procedure	<ul style="list-style-type: none"> <li>Policies to be reviewed annually</li> </ul>	SENDCo	Long-Term	Annually	<b>SEN information report shared on school website</b>
Nursteed School policies are coproduced with governors and other stakeholders	<ul style="list-style-type: none"> <li>Policies are shared at governor meetings before being agreed and placed on the school website.</li> </ul>	SENDCo and Lead SEND governor	Long-Term	Annually	
All staff understand the needs of the children at Nursteed School	<ul style="list-style-type: none"> <li>Regular training for all staff in managing the changing needs of the children attending Nursteed school.</li> <li>Close liaison with preschools/previous settings to ensure information about the needs of new children to the school are shared with key staff</li> </ul>	SENDCo	Long-Term	Annually	Combination of 'in-house' training as well as training from outside agencies (Wiltshire SEN services, BSS and Silverwood School)
The majority of areas are accessible for people with disabilities	<ul style="list-style-type: none"> <li>Personalised risk assessments and care plans created and reviewed as necessary</li> </ul>	SENDCo Health and safety lead	Long-term	Every term	Adjustments pertinent to need Consideration given to individual staff/visitor needs as necessary

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## Nursted Community Primary School

### Accessibility Plan 2024-2025



	<ul style="list-style-type: none"> <li>Care plans and risk assessments shared with parents and staff</li> <li>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</li> <li>Liaison with external agencies to identify training needs and implement training when required</li> </ul>	Health and Safety governor  All staff  Caretaker			
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#### Access to the physical environment - statutory

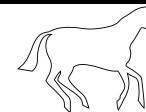
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provision of wheelchair accessible toilets	<ul style="list-style-type: none"> <li>Office window to be made accessible for wheelchair users.</li> <li>Maintain wheelchair accessible toilet and ensure there is a clinical waste bin.</li> </ul>	Headteacher  Health and Safety Governor  Caretaker	Long-Term	On-going	
Access into school and reception to be fully compliant	<ul style="list-style-type: none"> <li>Designated disabled parking (See note)</li> <li>Staff collect children of disabled parents from the carpark gate when the gates are locked.</li> </ul>	Headteacher  Health and Safety Governor  Caretaker  All staff	Long-Term	On-going	<b>Gate to the school carpark locked between 8:25am and 3:30pm</b>

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### Accessibility Plan 2024-2025



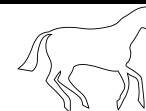
Majority of areas accessible for people with disabilities	<ul style="list-style-type: none"> <li>Regular safety checks conducted to existing signage/adaptions.</li> <li>Consider the needs of pupils (and staff/visitors) with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.</li> </ul>	<p>SENDCo</p> <p>Health and safety Governors</p> <p>Caretaker</p>	Long-Term	in place and ongoing	
Reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	<ul style="list-style-type: none"> <li>Create personalised risk assessments if necessary. Liaise with external agencies, identifying training needs and implementing training when needed.</li> <li>Ensure that actions, including emergency evacuation procedures (PEEPs), are clear and that staff are capable of carrying them out.</li> </ul>	<p>Health and safety governor</p> <p>caretaker</p>	Long-term	in place and ongoing	Adjustments pertinent to need
Maintain safe access around the exterior of the school	<ul style="list-style-type: none"> <li>Ensure that pathways are kept clear of hazard items and vegetation</li> </ul>	<p>Health and safety governor</p> <p>caretaker</p>	Long-term	in place and ongoing	
Maintain safe access around the interior of the school	<ul style="list-style-type: none"> <li>Awareness of flooring, furniture and layout in planning for disabled pupils</li> </ul>	<p>Health and safety governor</p> <p>All staff</p> <p>Caretaker</p>	Long-term	in place and ongoing	

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## Nursteed Community Primary School

### Accessibility Plan 2024-2025



Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Pupils with SEND are included in all forums	<ul style="list-style-type: none"> <li>School council representatives are involved in decisions including recruitment of staff – children with SEND are included. Pupils, irrelevant of need are included in pupil conferencing within Nursteed School about a range of issues.</li> </ul>	All staff	Medium Term	Termly	SEND coordinator to support and advise.
Children arriving for the first time at Nursteed School receive the right support for their needs.	<ul style="list-style-type: none"> <li>Liaison with previous settings/parents. Liaison with external agencies – attend relevant meetings.</li> <li>Adaptions/special consideration given to meet the needs of the child.</li> </ul>	SENDCo	As required	As required	SENDCo/PSA/Class teacher to contact previous setting preferably for the child begins at Nursteed School.

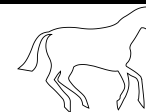
Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Effective communication and engagement with parents.	<ul style="list-style-type: none"> <li>Termly meetings/catch-ups with teacher (and SENDCo) and parents/carers, for children with an EHCP</li> </ul>	SENDCo  Class Teachers	Medium	Termly	SENDCo to attend meetings of key children where required.

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## Nursteed Community Primary School

### Accessibility Plan 2024-2025



	<ul style="list-style-type: none"> <li>• Targets reviewed on a three weekly cycle and communicated with parents.</li> </ul>				
Staff are trained regularly re additional needs.	Regular meetings/training relevant to the needs of the children	SENDCo SLT	ongoing	ongoing	In response to identified need
Pupils with additional needs make expected progress	<ul style="list-style-type: none"> <li>• Half termly pupil progress meetings</li> <li>Regular monitoring EHCP reviewed every term in consultation with parents</li> <li>• Support within lessons is differentiated accordingly and 'tailored</li> </ul>	SENDCo Class Teachers	Short term	Half-termly	
Classrooms and lessons are fully accessible to all learners	<ul style="list-style-type: none"> <li>• Learning activities are differentiated accordingly</li> <li>• Resources are deployed to best suit the needs of the children (adult support and/or physical resources</li> </ul>	Class Teachers	Short term	ongoing	SENDCO and SLT to monitor SENDCo to support as appropriate about resources and strategies
Adaptions to the curriculum to meet the needs of individual learners	<ul style="list-style-type: none"> <li>• Pastoral support</li> <li>• Individual physiotherapy/OT programmes</li> <li>• Speech and Language Therapy</li> <li>• Nurture room (enhanced provision)</li> <li>• Bespoke curriculums</li> </ul>	Class teachers SENDCo SLT	Short term	ongoing	Reports and targets set by outside agencies
Appropriate use of specialised equipment to benefit pupils and staff	<ul style="list-style-type: none"> <li>• Dyslexia friendly resources available in all classrooms: coloured overlays, pencil grips</li> <li>• Equipment to support sensory needs: medicine balls, scooter boards etc.</li> </ul>	Class teachers SENDCo SLT	Medium Term	ongoing	

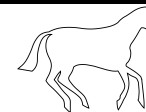
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All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	<ul style="list-style-type: none"> <li>Risk assessments will be taken where appropriate.</li> <li>Providers will comply with all legal requirements</li> </ul>	All staff SENDCo SLT	Short-term	ongoing	
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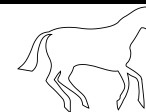
#### Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Access to written information for pupils, parents and visitors is improved	Create and offer information in alternative formats Access arrangements are considered and put in place for statutory testing	SLT, Teachers, SEND governor	Long Term	Annually	
Parents with a disability, medical condition or other access needs have reasonable adjustments made so they can fully support their child's education	<ul style="list-style-type: none"> <li>Adopt a proactive approach to identifying the access arrangements of parents and make reasonable adjustments where possible.</li> <li>SENDCo/PSA to work with parents and identify support for them.</li> </ul>	SENDCo PSA	Long term	Annually	We operate an 'Open door policy' whereby all parents are always welcome to meet with key staff.

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**Accessibility Plan 2024-2025**



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