

Nunney First School

ACCESSIBILITY PLAN

May 2018 – May 2021 (with annual reviews and updates)



At Nunney First School we pride ourselves on our inclusive culture and are committed to providing access to the life of the school for all. As part of our integrated process of working to achieve equality of opportunity for all, this plan focuses on the removal of barriers for pupils and adults who have protected characteristics.

This Accessibility Plan is linked to our Equalities Policy and together, these two documents seek to provide equitable access for all. The Accessibility Plan is managed by the Headteacher and reviewed by the Governing Body on an annual basis.

1. Aim: To improve the physical environment of the school to increase the extent to which pupils and adults with protected characteristics can take advantage of education and associated services.					
Lead Responsibility	Targets	Strategies	Outcomes for Pupils / Visitors	Time Frame	Performance Indicators
Headteacher / Trust Site Manager	<ul style="list-style-type: none"> Fit tactile warnings to ramp to Pratten huts 	Contact SSE for named supplier to provide a quote. Guide price = £180	People with visual impairment have tactile feedback and improved grip on the ramp leading up to the Pratten huts.	When needed	Those with visual impairment speak of having fit for purpose access to classrooms in the Pratten huts.
Headteacher / Trust Site Manager	<ul style="list-style-type: none"> Highlight call bell and fit clear visual and tactile usage sign 	Contact SSE / Trust Site Manager for named supplier to provide a quote. Guide price = £200	Improved access to the school for all visitors	August 2019 or as required	Visitors to the school have an obvious means of attracting attention when the school office isn't manned.
Headteacher / Trust Site Manager	<ul style="list-style-type: none"> Grind out the tree stump and level the concrete on a small section of the ramp leading up to the Pratten huts 	Contact tree surgeon/s for a quote to remove stump. Trust Caretaking team to infill concrete to provide a flat surface. Guide price = £150	The trip hazard is removed	August 2018	A potential trip hazard, with greater likelihood of impacting on those with physical or visual impairment is removed.
Headteacher / Trust Site Manager	<ul style="list-style-type: none"> Fit handrails to the ramp to the Pratten huts 	Contact SSE / Trust Site Manager for named supplier to provide a quote. Guide price = £800	Improved access for those with physical disabilities	August 2020 or as required	Adults and pupils with physical disabilities use the handrail to facilitate their access.
Headteacher / SENCO	<ul style="list-style-type: none"> Implement a personal egress plan for anyone who may require assistance 	Headteacher / SENCO to discuss requirements with staff member or parents/pupil and make reasonable adjustments as required.	A plan exists to support the safe and swift exit of all persons from the school building in an emergency.	When needed	All staff are aware of the content of active personal egress plans and understand the part they play in swift and safe evacuation of the building. Active plans are

Headteacher / LTSAs and Pupils	<ul style="list-style-type: none"> Increase the range of outdoor play equipment that can be accessed by pupils with physical disabilities. A guide price is difficult to establish until need is known. 	Consult with pupils / parents and external specialists about needs.	A range of equipment that can be used by disabled pupils is built into the plans for ongoing playground enhancements.	When needed	<p>implemented and reviewed for impact at least 3 times per year.</p> <p>A range of play equipment and seating that meets the needs of disabled pupils is readily available</p>
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September 2019 – September 2020	Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process.				
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2. Aim: To increase the extent to which pupils with protected characteristics can participate in the school's curriculum					
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Lead Responsibility	Targets	Strategies	Outcomes for Pupils	Time Frame	Performance Indicators
Class Teachers	<ul style="list-style-type: none"> Raise pupils' awareness, understanding and acceptance of difference and diversity as something to be celebrated. 	Hold a difference and diversity theme week with planned teaching and learning activities to raise pupils' awareness of and celebration of diversity	Pupils are aware of others' needs and go out of their way to address/support these. Pupils' are accepting of those who are different.	February 2019	Conversations with pupils provide evidence of their awareness of diversity.
Headteacher in partnership with teachers	<ul style="list-style-type: none"> Ensure that curriculum policies and practices are responsive to the needs of pupils on roll and provide equitably for all. 	Teachers consider the needs of pupils with additional needs as part of all curriculum developments.	Pupils with additional needs have access to all aspects of the EYFS and National Curriculum, with appropriate modifications being made to facilitate this.	Ongoing from May 2018	Teachers and pupils on the SEN List and those with disabilities are able to speak about modifications that have been made to provide full access to the curriculum.
All teachers and teaching assistants (TAs)	<ul style="list-style-type: none"> Improve access to printed and projected teaching materials for pupils with visual impairments. 	Liaison with and action in response to advice from the pupil/s and specialist teachers from Somerset's Vision Support Team.	Pupils with visual impairments have improved access to printed/projected teaching materials.	Ongoing from May 2018	Discussion with named pupils provides evidence that their needs are being taken into account in the context of day-to-day classroom organisation.
All teachers and TAs	<ul style="list-style-type: none"> Use language precisely and in partnership with visual images to support access for pupils with language and communication needs. 	School staff act on advice provided by Integrated Therapy Service specialists, using strategies and Care Plans drawn up for named pupils to facilitate access.	Through the use of augmented communication systems, pupils have increased access to the curriculum.	Ongoing from May 2018	Agreed strategies are detailed on pupils' Individual Learning Plans (ILPs) and can be seen in daily use in the classroom and across the school.

SENCO	<ul style="list-style-type: none"> Ensure that all staff know and use Somerset Total Communication (STC) and Communicate in Print to improve communication and understanding for pupils with specific language needs including EAL. 	Training for staff in STC & Communicate in Print	Adult use of STC supports pupils' access to the curriculum. KS1 pupils who use STC to augment spoken language are able to use this system of communication to interact with adults and pupils in the classroom and wider school environment.	July 2019	Use of STC symbols and instructions / reminders produced using Communicate in Print symbols are evident across the school
SENCO and class teachers	<ul style="list-style-type: none"> Close the attainment gap for specific pupil groups by using small group teaching sessions to focus on the development of pupils' basic Literacy and Mathematics skills. 	TAs and the Specialist Literacy Teacher run focus groups for pupils identified as experiencing difficulty in accessing the mainstream curriculum	Pupils' basic Literacy and mathematics skills improve, enabling them to have better access to an age appropriate curriculum content and higher self-esteem.	Ongoing from May 2018	Timetabled sessions for this input can be seen. Performance indicators used at the beginning and end of intervention programmes show good progress being made by pupils.
Educational Visits Coordinator / Headteacher	<ul style="list-style-type: none"> Consider ways in which educational visits (including residential visits) can be adapted to ensure that all pupils have access to, and benefit from these. 	Review the physical and medical needs of pupils who attend the school. Meet with them and their parents to identify ways of modifying visits to ensure that appropriate access is provided.	Pupils with disabilities/medical needs participate in school visits with reasonable adjustments made to ensure that their needs are met. We will also work to ensure that able bodied students are not denied opportunities as a result of this.	From May 2018	All pupils are able to take part in school educational visits.
SENCO	<ul style="list-style-type: none"> Raise staff awareness of a range of disabilities and strategies that can be used to improve access to the curriculum for pupils with disabilities. 	Organise a series of workshops led by specialist professionals and staff from Fosse Way School. Some Staff meeting time will be used for this purpose.	Pupils' needs are better understood by those working with them in school.	March 2019	Staff have greater awareness of the needs of pupils in their class who SEN/disabilities; their planning indicates how the needs of these pupils are being met.
September 2019 - September 2020	Updated targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process.				

3. Aim: To ensure that everybody has equal access to information and is not discriminated against as a result of lack of knowledge and/or understating.

Lead Responsibility	Targets	Strategies	Outcomes for Pupils	Time Frame	Performance Indicators
Headteacher and Admin Assistant	<ul style="list-style-type: none"> Provide for parents/carers (upon request), large print or audio versions of documentation sent home. 	Admin Assistant to prepare and provide materials on request.	Pupils are not disadvantaged by parents being denied access to key school documentation.	November 2018	Parents that request this service, receive all school documentation in a format that takes account of their needs.
Headteacher in partnership with teachers	<ul style="list-style-type: none"> Continue to provide opportunities for pupils' Spiritual, Moral, Social and Cultural (SMSC) development including planned openings for pupils to discuss diversity and people's needs and feelings. 	Opportunities for SMSC cited in curriculum planning address diversity in each year group. A range of books about living with disabilities and in family units that take different forms are available in the school library.	Pupils are provided with opportunities to discuss and reflect on the fact that we are all unique individuals. A number of disabilities are discussed in depth and pupils learn about a range of disabled people who have made a significant contribution to society.	January 2019	Evidence is available in the school's curriculum framework, teachers' planning and work samples / lesson observations.
Teachers in partnership with the Headteacher and SENCO	<ul style="list-style-type: none"> Use a broad range of approaches to communicate with parents / carers taking account of the individual needs and preferred communication platforms of specific members of the school community. 	Teachers, the Headteacher and SENCO understand the needs and preferred communication channel/s of parents/carers with additional needs. They use telephone, face-to-face meetings, letters, text, Class Dojo, email etc. to facilitate communication.	Pupils' parents feel included in the life and work of the school. Being in receipt of relevant information, they are able to make a full contribution to their child's education.	Ongoing from May 2018, building on strategies already in place to support good communication with all parents	Parents and carers with additional needs speak positively about the way the school communicates with them. They feel they have access to relevant information, presented and shared in a format they are able to access.
Headteacher	<ul style="list-style-type: none"> Consult with governors, parents/carers, pupils and staff on the review and update of the Accessibility Plan 	Consultation with all members of the school community including those with protected characteristics will form the basis of a review of actions taken, current documentation and best practice updates.	Staff, pupils and their parents/carers have an opportunity to contribute to the Accessibility Plan on an annual basis.	May 2019 and annually thereafter	The views and opinions of governors, staff, pupils, parent / carers are represented in the Accessibility Plan.
September 2019 – September 2020	Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process.				

Signed: **Geoff Andrews** Chair of Governors

Date: 21.05.2018