



NETTLEWORTH INFANT AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2023 - 2026



We nurture, we flourish, we achieve



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Approved by:

Strategic Development & Pupils
Committee

Date: 16.10 23

Last reviewed on/by:

July 2023 / Debbie Hyslop & Lauren Jones

**Next annual review:
due by:**

July 2024

Contents

1. Aims	2
2. Legislation and guidance	4
3. Action plan	5
	6
	7
	8
4. Monitoring arrangements.....	9
5. Links with other policies.....	

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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 Vision

Nettleworth School encourages everyone to excel by:

- Providing a welcoming, safe and happy school where everyone is respected and listened to
- Being a partner in the education of our children and working in partnership with parents and the wider community
- Striving for the highest possible standards of pupil achievement and behavior
- Striving to be a centre for truly excellent teaching
- Placing an emphasis on the virtues of kindness and appreciation and creating an inclusive school where everyone can flourish
- Developing the Learning Values of Creativity, Collaboration, Independence and Spirituality through outstanding curriculum provision

We aim to:

- Ensure that the arrangements made for pupils with special educational needs and disabilities are in line with the requirements of the Special Educational Needs and Disabilities and Equality Act
- Provide a broad and balanced curriculum for all pupils according to their needs
- Make sure that all pupils with Special Educational Needs and Disabilities are able to take part in all activities of the school including those that occur outside school hours
- Ensure that all pupils are involved in decisions made about them and their education
- Involve our parents in school life and keep them informed about their child's progress etc

- Liaise with Nursery providers to review potential intake for next school year (identify pupils that may need additional support)
- Establish close professional relationships with parents and families (compliant with Equality act 2010)
- Ensure all policies clearly reflect inclusive practice and procedures

We know that many pupils will have a special need at some time during their school life and that the best way of helping them is for everyone involved to work together.

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.

Nettleworth school actively involves outside agencies to support the progress of pupils experiencing difficulties. These include:

- School, Children, Family Support Services (SCFSS)
- Sherwood Area Partnership (SAPS)
- Manor Family SENDCos
- The Harlow Academy (previously Fountaindale)
- EPS team
- Yeoman Park
- Manor Family of Schools (SENDCos)
- Healthy Families Team
- THRIVE trained practitioners to support social and emotional wellbeing
- Trauma and Attachment trained staff in Nettleworth School

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 Pupils, staff, Governors, parents

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 and ensure that safeguarding procedures are in place for all staff.

For further information, please visit the Notts Help Yourself page:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=rMP56S5C5k8>

This policy complies with our funding agreement.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</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><i>Our school offers a personalised curriculum for all pupils</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum</i></p> <p><i>Progress is tracked for all pupils including those with a disability. Tracking is undertaken by a variety of means e.g. Early Steps, B squared, Personal Plans, EHCP reviews</i></p> <p><i>Curriculum resources incorporate people with disabilities e.g. examples of art work completed by artists with a disability/ story books</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs</i></p> <p><i>Policies are reviewed annually to ensure they meet the needs of all pupils</i></p>	<p>All pupils access a curriculum that enables them to achieve</p> <p>Resources are tailored to support pupils</p> <p>To ensure all pupils are making progress</p> <p>To promote positive attitudes towards disabilities</p> <p>To ensure targets set are achievable for all pupils</p> <p>To ensure policies are relevant for all pupils</p>	<p>Staff to ensure the curriculum is accessible to all pupils</p> <p>Visual timetables /individual task planners are in place</p> <p>Data to be used to ensure progress, Progress of SEND pupils discussed with support agencies (SFSS)</p> <p>Staff to ensure resources eliminate discrimination</p> <p>SMART/ personalised targets are set for all pupils</p> <p>Policies are discussed and updated to meet the needs of all the pupils</p>	<p>All staff /governing body</p> <p>All staff/governing body</p> <p>All staff/governing body</p> <p>All staff/governing body</p> <p>All staff/governing body</p> <p>All staff/governing body</p> <p>All staff/governing body</p>	<p>Termly</p> <p>Half termly</p> <p>Annually</p> <p>Half termly</p>	<p>All pupils access an appropriate curriculum</p> <p>Visual timetables are in place</p> <p>Pupil progress is evidenced</p> <p>Positive images are displayed</p> <p>All pupils are able to achieve targets set</p> <p>Policies are relevant to all</p> <p>Personal plan reviews</p> <p>Children are supported in areas of difficulty</p>

	<p><i>Interventions are in place</i></p> <p><i>School transition plans and reviews</i></p> <p><i>Staff training in supporting pupils with SEND-focus on key areas of need (identified on the School Dev Plan) ASC, Dyslexia, Beh, SLCN</i></p>	<p>To increase progress in Maths, English and Phonics</p> <p>To increase staff's understanding of issues arising from pupils with SEND needs</p>	<p>Interventions are delivered over 10 weeks</p> <p>Training to increase SEND awareness and development of resources</p>	<p>Deputy Head, TLR2s, Head teacher</p> <p>Outside providers(SCFSS), in-house training, MAPS</p>	<p>When required</p>	<p>Increased awareness of SEND issues</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Disabled parking bay</i> <i>Ramps</i> <i>Disabled toilets and changing facilities</i> <i>Termly health and safety inspections to monitor the condition of the physical environment. School council accompany these inspections to voice children's views</i> 	<p>Enable disabled visitors to access school</p> <p>Access available to main school via entrance and to the Nursery unit</p> <p>Toilets for disabled use are available in main school and the Nursery unit. Changing facilities are also in main school and the Nursery</p> <p>Health and Safety Inspections carried out to ensure physical condition complies with requirements. School council to voice their opinions</p>	<p>Maintain condition</p> <p>Maintain condition</p> <p>Maintain condition</p> <p>School grounds comply with Health and Safety regulations</p>	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p> <p>Governor and staff responsible for health and safety / Site Manager/Head Teacher</p>	<p>Termly</p>	<p>Risk assessments</p> <p>Health care plans</p> <p>The school environment is in good condition. The children's views are taken into consideration.</p>

	<ul style="list-style-type: none"> • <i>Risk assessment reviews</i> • <i>Health care plans reviews</i> • <i>Audit of Nursery outdoor area to assess suitability for a child with SEND</i> 	To ensure outdoor area is suitable for a child with mobility needs	PDSS to inspect the provision	Nursery staff SENCO/SEND Governor	Spring annually	The Nursery outdoor area is suitable for all its pupils
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Visual timetables • Signs and symbols • Task planners • Worksheets are not always delivered on white paper • Pictorial symbols and representations 	<p>To enable all pupils to know what they need to do</p> <p>Apparatus is labelled with symbols to ensure easy access for all</p> <p>Simple signing is used for non-verbal pupils</p> <p>To ensure children have the curriculum reduced to smaller steps</p> <p>Ensure a variety of coloured paper is available</p>	<p>Ensure all classes display and talk about the timetable</p> <p>All classes are to label resources</p> <p>Make sure these are available for children with specific difficulties</p> <p>To aid dyslexic learners</p>	<p>All staff</p> <p>All staff All staff</p> <p>All staff</p> <p>All staff</p>	<p>Ongoing</p> <p>Staff to access Makaton training and to ensure resources are labelled</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Alternative ways to record learning/SEND IPADS</p> <p>All pupils are aware of the day's events</p> <p>Pupils are aware of visual clues. Staff and pupils are aware of simple signing</p> <p>Pupils have instructions displayed in smaller step</p> <p>The visual glare will be reduced</p>

	<ul style="list-style-type: none"> School website updated regularly 	<p>To assist pupils experiencing difficulty with the written word</p>	<p>Ensure picture clues are incorporated to help pupils decipher what they need to do</p>	<p>All staff Including administration staff</p>	<p>Ongoing</p>	<p>Pupils will know what is required when completing their work</p>
	<ul style="list-style-type: none"> Newsletters are discussed with parents who have difficulty with reading 	<p>To ensure blended personalized learning can be access at home where necessary</p> <p>To ensure parents know what the newsletters say</p>	<p>Allow pupils the opportunity to access school website/IPADS in school time</p>	<p>All staff</p>	<p>Ongoing</p>	<p>All pupils will have access to relevant websites/SEND IPADS provided with relevant apps to support</p>
	<ul style="list-style-type: none"> Support parent/carers and pupils when English is not their first language 	<p>To involve the L.A .when necessary to ensure information is understood</p>	<p>Staff to discuss newsletters with parents and pupils</p>	<p>All Staff</p>	<p>Ongoing</p>	
	<ul style="list-style-type: none"> Continue texting pupils' parent/carers relating to the pupils' successes 	<p>To notify parent/carers of their child's success within school</p>	<p>School to access assistance from the L.A. when necessary</p>	<p>All staff</p>	<p>When necessary</p>	<p>There is a clear understanding around information being sent home</p>
	<ul style="list-style-type: none"> Review documentation on the website to check accessibility for parent/carers with English as an additional language 		<p>Notification of a pupil's success is texted home</p>	<p>Head Teacher Administration Staff</p>	<p>Ongoing</p>	<p>Information sent home is understood by all</p>
	<ul style="list-style-type: none"> SEND IPADS to access relevant apps for personalised provision 	<p>The school will review formats publicised on the school website for new parent/carers to school, in order to ensure accessibility for all.</p>	<p>Member of staff with responsibility for the website to ensure it is appropriate for all</p>	<p>Staff member in charge of website information</p>	<p>Ongoing</p>	<p>Parent/carers have immediate knowledge of a successful day</p>
						<p>Web site is relevant for all stakeholders</p>

4. Monitoring arrangements

This document will be reviewed at **least every 3 years in JULY 2026**, but may be reviewed and updated more frequently in response to significant change in legislation and / or whole school practice

It will be approved by:

- The Head Teacher
- All staff
- Governors

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy
- Covid 19 School Risk Assessments and government guidance in education including updates from the local authority and public health

