

Inspire to Aspire



NIGHTINGALE PRIMARY SCHOOL ACCESSIBILITY POLICY

Introduction

At Nightingale Primary School our values are based on celebrating and respecting difference, ensuring no-one is an outsider and that everyone belongs.

The Purpose of this Plan

This plan therefore reflects those values and sets out how our school will increase access to education for disabled pupils in three key areas:

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

The plan will be reported on annually, reviewed every three years and published on the school website.

What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

We recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and we respect the parents' and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We follow the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum including:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will aim to:

- enable access for all users
- ensure all users have the same levels of privacy, security and safety
- ensure dignity in use for all users

Definition of disability

The definition of disability is set out in the Equality Act 2010 is:

'A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day to day activities.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

Action Plan

See attached (Appendix 1)

Linked Policies

This Plan will contribute to the review and revision of the following related school plans and policies:

- School Improvement Plan
- Building and site development plan
- SEND policy and Local Offer
- Equality policy
- Curriculum policies

Date of Policy Approval: Spring 2024

Date of Next Review: Spring 2027

Appendix 1

Access Plan

1) Access to the Physical Environment.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	1. School is aware of the access needs of disabled children, staff and parent/carers.	To create access plans for individual disabled children or other users of the school.	By July of each academic year	SENCO	Individual plans are in place for all disabled pupils and all staff are aware of pupils' access needs.
	School staff have greater awareness of access issues.	Issue questionnaire to parents / carers and include questions in data request sheet, about parents/carers' access needs to ensure they are met in all situations.	By July	Administrator	Parents are fully able to access all school activities.
		Ensure staff are aware of access issues concerning individuals.	By April	SENCO	All staff are aware of access issues.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term		Ensure all contractors doing Repair & Maintenance, work to standards laid down by Hampshire LA.	From April	Headteacher / Facilities Manager	Contractors ensure that the access needs of all children are taken into account when planning and carrying out any future R&M works.
		School invites all disabled children, parents, carers and other users to an open forum to discuss issues of disability	By February	Headteacher	School is aware, through consultation, of the needs of all users who consider themselves to be disabled.
	2. To maintain access throughout the school.	To establish wheelchair access from the main school building and from the building to all external play areas	Ongoing	Hampshire LA/ School Governors	There is wheelchair access to all parts of the school internally and externally for children and adults.
	3. Maintain signage and external access for visually	Replace external light bulbs immediately if they blow.	Ongoing	Facilities Manager	Visually impaired people feel safe both within the

	impaired people.	All external steps are painted white.	By Oct		school and its grounds.
Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
	4. Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for any disabled children. Ensure that all staff are aware of responsibilities.	When necessary When necessary	SENCO / LSAs Headteacher	All disabled children and staff working with them are confident in the event of fire.
Medium Term	1. Improve acoustics in the school	Seek advice from the Occupational Health Team on acoustics.	By December and when necessary	Headteacher	Hearing impaired children are better able to access activities in the school hall.

2) Access to the Curriculum

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Increase confidence of staff in differentiating the new curriculum to suit the needs of disabled children and children with learning difficulties	Undertake audit of staff training needs linked to book scrutiny and new curriculum	By September	Headteacher / DHT / Core Subject Leaders SENCO	Training needs of staff are clearly understood.
	Ensure TAs have access to specific training on disability issues.	Use staff audit to identify TA training needs and inform CPD Process.	From January as required	SENCO	Raised confidence of staff in strategies to differentiate work for disabled pupils.
	Ensure TAs are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources, making list available to all staff. Individual training on SEN software as appropriate.	From September	SENCO SENCO	Wider use is made of SEN resources in mainstream classes.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensure all staff are aware of disabled children's curriculum access.	Ensure that Pupil Passports address access needs and that information is shared with appropriate staff.	From January as required	SENCO	All staff are aware of the access needs of individual disabled children.
	Ensure disabled children participate equally, when desired, in after school and lunchtime activities	Survey participation in extra curricular activities for disabled children in the local schools cluster. LSA available at break/lunch times to facilitate specific needs, when necessary	When necessary When necessary	SENCO LSAs and Lunchtime supervisors	Disabled children participate confidently, when desired, in after school and lunchtime activities.
	Monitoring of the achievements of disabled children.	Achievements monitored according to disability	January onwards	SENCO	Trends or patterns can be established and action taken if necessary.

Medium Term	Ensure all school trips are accessible to all.	When necessary, develop guidance for staff on making trips accessible.	January	Class teacher SENCO	All school trips are accessible to all children.
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Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	Review PE Curriculum to make PE accessible to all.	Gather information about PE and Sports for the disabled e.g sports equipment and reference books.	Summer Term	PE Co-ordinator	All children are able to access PE and Sports.
	Review all curriculum policies to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	All curriculum co-ordinators	Increased awareness of the effect of disability issues in all curriculum areas.
	Provide advice to parents / carers of disabled children on how they may support their learning in	Hold workshops each term for parents / carers of disabled children, as necessary	Ongoing	SENCO	Parents / carers have greater knowledge of how to support their children.

	the core curriculum.				
Long Term	Ensure all staff undertake disability equality training.	Seek advice from the LA on training available for existing and new staff, as necessary	Ongoing	Headteacher	All staff work from a disability equality perspective.

3) Access to Information.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Review information provided to parents or carers to ensure it is accessible.	Ask parents about their information access needs when child is admitted to school on initial data sheet. Include a questionnaire in the newsletter to ask if parents need large print versions of newsletters or other letters.	When necessary September	Office Administrator	All parents receive information in a format that they can access, including new website
	Ensure information in Annual Reviews and parents' meetings is accessible to all.	Ask parents, carers and children about preferred formats in review meetings.	From December	SENCO	Parents receive information in a format that they can access.
Medium Term	Review School website and other documents to ensure information on disability issues is included and accessible to all parents.	Seek advice from HCC publicity department	Ongoing	Administrator	Appropriate documentation includes necessary information concerning disability issues and is

					accessible to all parents.
Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term (cont).	Develop an Inclusion Leaflet/Website giving advice to parents when necessary.	Seek advice from HCC about necessary information to include.	When necessary	SENCO	To increase the confidence of parents and carers of disabled children.
Long Term	Children become more aware of their own learning styles and access needs.	Encourage children to express their access needs and explore preferred learning styles.	From September	All teachers	Children able to articulate their access needs and understand their own learning styles.

4) Promotion of the rights and achievements of disabled people.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Disabled children fully participate in school life.	Encourage disabled children to be represented on school council and take part in school events such as assemblies.	From September onwards	Class teachers	Disabled children participate in many areas of school life.
	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are reviewed.	Ongoing	Headteacher	Elimination of any bullying of disabled children.
Medium Term	Disability is displayed positively in books, displays and events.	Books & display materials purchased to portray the positive achievements of disabled people.	Ongoing	SENCO/ Librarian /Environment Leaders	Disability is displayed positively in books, displays & events.
	Children aware of wider issues concerning disabled people.	School takes part in Deaf Awareness Week or similar event each year.	September	Equalities Leader	All children gain wider understanding of disability issues.