

Accessibility Plan



NANSTALLON SCHOOL



NANSTALLON VISION 2020: *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

Ratified by governing board	September 2020
Date for Review	September 2023
Signed Headteacher	(Ben Stephenson)
Signed Chair of Governors	(Sheena Morton)

This policy is aligned to the vision, aims and values of Nanstallon Community Primary School.

Purpose of Plan

This plan shows how Nanstallon School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

- 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);
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education);
- 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). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Nanstallon School has been in its current location since 1876. The original building houses the dining hall, lobby and mezzanine classroom which is accessed by stairs. The entrance to the building from the playground has one step to access. This building links to the kitchen, and by means of 3 steps the WCs, accessible/disabled WC, art store, resource store, link corridor and halls building. The Halls building is a classroom for Reception and Year 1 pupils with external ramped access to an outdoor classroom and learning environment.

The link corridor to front elevation of school is an 1990s extension that comprises of the headteacher's office and double door level access to the playground. This was added to create a ramped link to the former 1950s council bungalow.

The bungalow is now remodelled as an admin office, classroom and staffroom. The former bungalow also has a level, unheated link corridor that acts as the main entrance and a link to a timber frame heated classroom that also has level access to the playground and main entrance.

There is also an additional Elliot Hut classroom and canopy that has ramped access to the rear of the original school building.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has currently no children with a physical disability. There are children with sensory needs including impaired vision, hearing and sensory processing.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Objectives	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for online learning platforms – 'Seesaw' and use of apps that aid equality of access	On-going and as required	SENDCO Y5/6 teacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD <i>Trauma Informed Practice</i> <i>Lego Therapy</i> <i>Occupational Therapeutic practises: sensory</i>	As required	SENDCO	Raised confidence of support staff Lego Therapy to impact social skills of identified pupils TIS training to impact whole school approach to emotional wellbeing
All educational visits to be accessible to all	Apply guidance for staff on making trips accessible by undertaking thorough risk assessments Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All pupils have access and an increased awareness of access to sport for those with disabilities eg wheelchair basketball

Improving access to the physical environment of the school

Nanstallon School is continuing to grow and develop –The remodelling of the former bungalow is complete so that an additional classroom meeting all British Standards is complete and a new admin office formed at the main entrance. The school has utilised PTA fundraising and the Healthy Schools Capital Funding to create an outdoor Early Years environment incorporating an outdoor classroom ensuring use in most weather conditions.

Provision, in exceptional cases, will be negotiated when a pupil’s specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school’s Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the APDR process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider access needs of parents/carers</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>As Required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENDCO</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>APDRs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Complete September 20	Headteacher/Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for identified pupil(s) Develop a system to ensure all staff are aware of their responsibilities	As required Each September	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to computing equipment	Alternative equipment in place to ensure access to all hardware Liaise with VI/HI on information with regard to visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	IT co-ordinator	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access: <i>new ramp access to hall lobby to be formed in 2020</i>	On-going and as required and as appropriate Weekly	LA Site Supervisor	All disabled staff, pupils and visitors able to have safe independent egress

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, 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 timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools computing infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Review whole school dyslexia strategy to ensure newly inducted staff are trained Provide guide for parents, staff and governors and make available on the website	September 20 and annual reviews	SENDCO	Strategies collated and recorded as Wave 1 approaches on 'Strengths & Barriers to learning' spreadsheet
Annual review information to be as accessible as possible	Use child friendly Communication passports and share APDR formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications

Access Audit

Feature	Description	Action Needed	Responsibility	Timescale
Number of storeys	School has many areas with steps and a staircase	Ramped access to the hall is required from the playground For any physically disabled pupils in future years, consideration for teaching spaces would be required e.g. Y5/6 transfer to ground floor in the event of a pupil with mobility issues or CC invest in new ground floor classroom for Y5/6	Headteacher	Complete September 2020
Corridors	Most corridors are accessible to wheelchairs although quite narrow	All corridors to be kept free of clutter and obstructions	Site Supervisor	ongoing
Signage	Review how accessible the signage is i.e. do visual symbols make the information being communicated clear?	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCO	Spring 2021
Fire Alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Head / Governor for health & safety	Summer 2022
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair	When doors are replaced ensure they are accessible for all	Head & governor responsible for H&S	Summer 2021
Emergency Escape Routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are well maintained	Head & governor responsible for H&S	Summer 2021