

# Accessibility Plan



## NANSTALLON SCHOOL



**NANSTALLON VISION:** *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 2023
Date for Review(s)	September 2026
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.

## **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 ramped access. This building links to the kitchen, and by means of 3 steps the WCs, accessible/disabled WC, resource store, and link corridor. A further 3 steps connect the WC corridor to the art store, and halls building. The Halls building is a classroom designated to Year 1 and 2 pupils with external ramped access to an outdoor classroom and learning environment.

The link corridor to front elevation of school is a 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 and to the WCs and accessible WC.

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

There is also an additional Elliot Hut classroom and connected outdoor classroom for Reception age pupils that has ramped access to the rear of the original school building. Access to the lower play area and sandpit is accessed by 4 stone steps.

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 learning and teaching for all children. We aim to meet every child's needs within mixed ability, inclusive classes with access to outdoor and ventilated spaces.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. All children have always been permitted to attend age appropriate after school clubs, leisure and cultural activities and educational visits. The only exception may be in the instance of behaviours impacting 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	Headteacher SENDCO Teaching Staff	Raised confidence of support staff Lego Therapy to impact social skills of identified pupils TIS approaches 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	As required	PE / Sport and Wellbeing Leader	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 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. Each classroom except for the mezzanine classroom has an adjoining outdoor learning space.

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.

<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success criteria</b>
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the APDR process when required	As Required	SENDCO Headteacher	APDRs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing if required Annually	Headteacher	All staff and governors feel confident their needs are met Parents have full access to all school activities
	Consider access needs of parents/carers			Access issues do not influence recruitment and retention issues
	Consider access needs during recruitment process	Recruitment process	Headteacher	
	Ensure staff aware of Environment Access Standard			
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 – remark as required	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 / H&S Manager  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	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.

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.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
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, Seesaw 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 the headlines of school information are
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	Annual reviews	SENDCO	Strategies collated and recorded as Wave 1 approaches on the Learning Support Plans (APDR), High-Quality Teaching Policy Document
Annual review information to be as accessible as possible	Use child friendly Learning Support Plans (APDR)	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	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	As required – CC has no budget to plan for provision and would offer alternative school location
Corridors	Most corridors are accessible to wheelchairs although quite narrow	All corridors to be kept free of clutter and obstructions	All staff 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. [OBJ]	SENCO	Spring 2024
Fire Alarms	Audio and visual alarms in place as per legislation	Annual review of buildings	CC / Head / Governor for health & safety	ongoing
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair	When doors are replaced ensure they are accessible for all Plans through Backlog Maintenance for further fire safety measures to comply with legislation	CC / Head & governor responsible for H&S	Summer 2024
Emergency Escape Routes	Labels well and clearly displayed throughout school. [OBJ]	Continue to ensure signs are well maintained	Head & governor responsible for H&S	ongoing