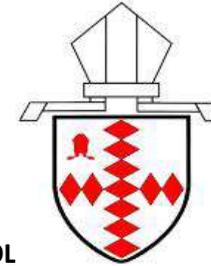




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



Accessibility Plan 2020-23

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and **'live life in all its fullness'**. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

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

Nutfield Church (C of E) Primary School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents, carers and visitors. We are committed to taking positive action in the spirit of the Equality Act (2010) with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Nutfield Church (C of E) Primary School Accessibility Plan aims to:

- Ensure that all children and adults flourish as children of God
- Ensure that disabled pupils at Nutfield Church (C of E) Primary School can access and participate in the school's curriculum so that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school including participation in after-school clubs, school educational visits, and the provision of specialist or auxiliary aids and equipment designed to assist these pupils in accessing the curriculum
- Ensure that the physical environment of the school allows for disabled pupils to be able to take advantage of education and benefits, facilities and services provided or offered by the school, within a safe, caring and Christian environment
- Ensure the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled and improve the delivery of information to the whole school community including staff, parents and visitors with disabilities
- Promote positive attitudes towards disability

The plan is available online on the school website, and paper copies are available upon request.

Nutfield Church Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

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.

3. MONITORING ARRANGEMENTS

This Accessibility Plan will be reviewed on an annual basis. It will be updated after three years.

4. LINKS WITH OTHER SCHOOL POLICIES

This Accessibility Plan is linked to the following school policies and procedures:

- School Development Plan
- Quality of Education Policy
- Equality Policy
- Health, Safety and Welfare Policy
- Special Educational Needs and Inclusion Policy
- Behaviour Policy
- Medical Conditions Procedure, Supporting Pupils with Special Medical Needs

NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL ACCESSIBILITY PLAN AGREED:

JANUARY 2020

KEY ISSUE: 1 Improving Access to the Curriculum						
Target	Current Good Practice	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria	Reviews
1.To continue to train staff to enable them to meet the needs of all children with a range of SEN	<p>Inclusion Team – Deputy H/T, SENCO, Inclusion Lead and Learning Mentor</p> <p>Trained Inclusion Team, including Mental Health First Aid training (Cascaded to all teaching staff), SENCO network meetings</p> <p>SDP – regular reviews and reporting to Governors.</p> <p>Regular meetings of Inclusion Team</p> <p>Regular tracking of curriculum progress for all pupils.</p> <p>Targets for all children and appropriate for their individual needs</p> <p>Termly data pack to FGB</p> <p>Governor monitoring and evaluation</p>	Continuing CPD for Inclusion Team and teaching staff	H/T Inclusion Team Class Teachers Staff meetings	Ongoing	Staff meet the needs of all children	

2.Interventions – Disadvantaged Pupils	<p>DP Champion Work Schedule in place.</p> <p>Learning Mentor</p> <p>Regular meetings of Inclusion Team.</p> <p>Ongoing development of DSL Team, with monthly meetings.</p> <p>2 attend termly LA DSL network meetings. DSLs regularly update training.</p> <p>Termly data pack to FGB</p> <p>Governor monitoring and evaluation</p>	<p>Assessment Lead Teacher and Play Leader to attend DSL New to Role Training</p> <p>DSL/DDSs to attend update training every 3 years</p>	Financial cost of training	Ongoing	Close the Gap for all Disadvantaged Pupils	
3.To ensure curriculum immediately accessible to all Yr R intake	Nursery transition meeting - annual	Liaise with Nursery Providers to review new Yr R intake to identify pupils who may have additional needs	H/T Inclusion Leader YrR Class Teacher	July 2020 and ongoing with every new intake	FS children integrate successfully and quickly	
4.Classrooms organised to promote participation and independence of all pupils	<p>Clevertouch screens easily accessible for all pupils in every classroom.</p> <p>Classroom displays</p>	Examples of good practice	H/T Inclusion Leader	Ongoing	Pupils display independent learning and behaviour	Ongoing

	KEY ISSUE: 2 Improving and Maintaining Access to the Physical Environment for all					
Target	Current Good Practice	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria	Reviews
1.Ensuring physical environment is safe for all	Termly premises inspections by Governor. Health & Safety Governor – regular health and safety inspections.	Replacement room for porta cabin, accessible by all from school building	Funding Support from SDBE	Ongoing	All areas of school and grounds easily accessible by all	
2.Continuing to develop outdoor learning facilities	Outdoor learning areas for all classes	Develop EYFS Outdoor area Participation of local community in maintain Trinity gardens	H/T YrR Class Teacher Bursar	Ongoing	Foundation Stage Rating to “Outstanding” Attractive school grounds for all to enjoy	
3.Continue to develop indoor learning facilities. School, Library improvements to ensure increased appeal to all pupils.	Separate room for school library	Develop library – new furniture at accessible height for all children	H/T English Middle Leader SENCO	Ongoing	Children enjoy and develop a life-long love of reading. Children continue to perform well in statutory assessments	

	KEY ISSUE: 3 Communication and Delivery of Information					
Target	Current Good Practice	Action Needed	Resources Required & Support From	Monitoring + Review Date	Success Criteria	Reviews
Continual improvement and raising awareness of staff on importance of good communication systems	<p>Parentmail online booking system for parents evenings and all events including KS1 Nativity and KS2 Productions</p> <p>Parentmail Online Forms system to enable parents to give consent and information online for all events etc such as health, trips, after school clubs for their children to access</p> <p>Information including all newsletters and dates for all parents to access</p>	Classroom staff – importance of succinct explanation on operation of school trips/residentials to parents	Class Teachers and their TAs work together to ensure smooth admin. Of school trips	Ongoing	<p>Parents informed.</p> <p>Efficient booking system for all parents to easily access at their convenience.</p> <p>Relieves pressure in School Office</p>	.