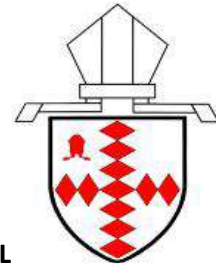




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



Accessibility Plan 2023-26

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**.

Reviewed: **Spring 2023**

Next Review: **Spring 2026**

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. 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.

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

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, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To continue to train staff to enable them to meet the needs of all children with a range of SEN</p>	<p>Inclusion Team – Deputy H/T, SENCO, Inclusion Lead.</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>	<p>Improving Access to the Curriculum</p>	<p>Continuing CPD for Inclusion Team and teaching staff</p>	<p>H/T</p> <p>Inclusion Team</p> <p>Class Teachers</p> <p>Staff meetings</p>	<p>Ongoing</p>	<p>Staff meet the needs of all children</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure curriculum immediately accessible to all Yr R intake	Nursery transition meeting - annual	Improving Access to the Curriculum	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	Ongoing with every new intake	EYFS children integrate successfully and quickly
Classrooms organised to promote participation and independence of all pupils	Clevertouch screens easily accessible for all pupils in every classroom. Classroom displays	Improving Access to the Curriculum	Examples of good practice	H/T Inclusion Leader	Ongoing	Pupils display independent learning and behaviour
Ensuring physical environment is safe for all	Termly premises inspections by Governor. Health & Safety Governor – regular health and safety inspections.	Improving and Maintaining Access to the Physical Environment for all		H/T	Ongoing	Foundation Stage Rating to “Outstanding” Attractive school grounds for all to enjoy
Continuing to develop outdoor learning facilities	Outdoor learning areas for all classes	Improving and Maintaining Access to the Physical Environment for all	Develop EYFS Outdoor area Participation of local community in maintain Trinity gardens	H/T YrR Class Teacher School Business Manager	Ongoing	Foundation Stage Rating to “Outstanding” Attractive school grounds for all to enjoy

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Continue to develop indoor learning facilities. School, Library improvements to ensure increased appeal to all pupils.	Separate room for school library Furniture at accessible height for all children	Improving and Maintaining Access to the Physical Environment for all	Review classrooms, additional rooms and ancillary rooms.	H/T Deputy Head Premises Manager	Ongoing	Children enjoy and develop a life-long love of reading. Children continue to perform well in statutory assessments

4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. LINKS WITH OTHER POLICIES

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

- School Development Plan
- Quality of Education Policy
- Health, safety and welfare policy
- Equality Policy
- Special Educational Needs (SEN) and Inclusion policy
- Behaviour Policy
- Supporting pupils with medical conditions policy