

NENE VALLEY PRIMARY SCHOOL



Nene Valley Primary School

Empowering Achievement, Together We **SOAR**

ACCESSIBILITY PLAN

Date approved: ¹	September 2024
Date of next review: ²	August 2027

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1.0 AIMS

1.1 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.

1.2 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.

1.3 At Nene Valley Primary School we are committed to ensuring equal treatment of all our pupils, parents, carers, employees and all others involved in the school community, who may have any form of disability. We will endeavour to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery.

1.4 Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes pupils who are carers of any disabled family member.

1.5 This plan will be made available online on the Academy website, and paper copies are available upon request.

1.6 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.7 The school supports any available partnerships to develop and implement the plan. Information on the Peterborough City Council Local Offer can be found at: www.peterborough.gov.uk/localoffer

1.8 The needs of a range of stakeholders have been considered in the development of this accessibility plan, including pupils, parents, carers, staff and Governors.

2.0 LEGISLATION AND GUIDANCE

2.1 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](#).

2.2 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.

2.3 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.

2.4 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 auxiliary aids.

3.0 ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum eg visuals, practical resources, scaffolded materials, vocabulary banks, handouts, modelled examples • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with SEND • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Reasonable adjustments normal way of working are discussed with all staff to ensure access arrangements to be identified and applied for, for statutory assessments • Outreach to external services and agencies secure expert specialist support e.g. Targeted Support Early Help, Specialist Teaching Services Autism, ADHD, Sensory Physical Support Team hearing, vision, physical disabilities, Early Years Inclusion, Local Area SENI Support, YOUUnited Mental Health support, Emotional Health, Wellbeing Service, NHS SALT, independent SALT, Independent Educational Psychologist • Review of pupils' progress and additional needs through termly reviews • Use of assistive technology to support pupils gain access to curriculum to help achieve potential	• To ensure that teachers have increased awareness of the needs of pupils and different learning styles • To ensure that work is appropriately adapted and differentiated to enable access to the curriculum and support progress • To ensure that PSHE curriculum, assemblies, enrichment activities, promote inclusivity, equality and tolerance	• Ensure SEND learning plans are updated regularly termly • Ensure recommendations from external professionals are reflected in targets, provision where appropriate • Ensure assistive technology laptops, iPads are available where appropriate • Elements in place and reviewed termly, yearly as necessary	SENCO, class teachers	• Ongoing and reflective in practice • End of term assessments, parents' evenings, 3 monitoring points	All items to be audited and quality assured by designated SLT SENCO link governors through monitoring schedule Increased awareness of needs, differentiation of curriculum to accommodate the needs. Evidenced in seating plan, SEN provision mapping and SEN support and lesson monitoring and tracking

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2. Promote a sense of belonging	- Classroom environment set up to ensure mutual respect for ability disability, behaviour through disability or not - Classrooms are appropriate safe places for learning to take place despite various disabilities - Learning environments are calm, neutral, uncluttered and low stimulus to minimise sensory, cognitive and emotional overload - Emotion coaching and connectedness are at the core of the school's behaviour policy to promote self-regulation skills to reduce incidence of unacceptable behaviour, with reasonable adjustments in place for SEND learners - Tolerance, inclusivity of others are promoted with assemblies, PSHE curriculum, enrichment opportunities, promoting differences and togetherness	- To ensure that classrooms are to be appropriate safe places for learning to take place despite various disabilities. - To ensure that the new behaviour policy is embedded and effective in supporting positive behaviour for disabled pupils	- Develop social interaction with peers and wider opportunities - Provide additional provision during unstructured times of the day to promote social play skills	Whole school community. SLT, SENCO, Class Teachers	Ongoing and reflective in practice.	Stronger bonds, greater social interaction of disabled and non-disabled pupils Evidence of progress for all pupils.

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	Disabled toilets	In place	In place	Site Manager	Complete	
	Disabled changing facilities	Short term – purchase suitable changing table for those children requiring intimate care	SENCO to identify, purchase appropriate equipment	SENCO	July 2025	
	Adapt location of lesson delivery to minimise movement around the building and improve access for pupils with physical disabilities where required	In place	In place	SENCO	Complete	
	Allowing pupils to leave lessons early to negotiate corridors before they become busy	In place	in place	SENCO	Complete	
	Good contrast of colour between flooring and the walls	In place	In place	Site Manager	Complete	
	Good colour contrast between the chairs and the flooring	In place	In place	Site Manager	Complete	
	Corridors are wide and clutter free making them safe to travel through	In place	In place	Site Manager	Complete	
	Pupils of any disability can access visual timetable and transition information with staff photos	In place	In place	SENCO	Complete	
	Enabling pupils to have a sense of familiarity, belonging and independence	Long term – enable staff to be able to describe the journey and the building layout to a disabled pupil	Long term – consider implementing points of reference through decoration, placement of furniture, wall displays	SENCO Headteacher	Summer 2025	

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	To ensure all pupils have the same opportunity to access the curriculum and wider educational offer	- Pupil voice and pupil involvement is regular practice - School website - Regular communication with SEND parents three formal contact points every year - SEND yearly report and termly provision mapping	SENCO	Ongoing and reflective in practice	All items to be audited by designated SLT member Pupils will feel included and equal
	Internal signage	In place	In place	Site Manager	Ongoing	
	Use of assistive technology e.g. iPads Laptops	In place but reviewed	In place	SENCO	As needs arise	
	Teaching slides, PowerPoint used during lessons using pictorial or symbolic representations	In place	In place	SLT	Complete	
	Large print coloured paper resources	Short term	Available on request	SENCO	Available	
	Braille	Short term	Available on request	SENCO	As needs arise	
	Audiology equipment	Short term	Available on request	SENCO, Teachers of the Deaf	As needs arise	
	Interactive Whiteboards	In place	In place	Site Manager	Complete	
	Pictorial or symbolic representations	Short, medium term	In place	SENCO	Yearly ongoing	
	Internal information sharing for in class adjustments	Short term	Termly review	SENCO	Available	
	Modifying and adapting of materials to	In place	In place	SENCO	Available	

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	meet needs of pupils					
	Access arrangements for statutory assessments	To ensure every pupil will achieve their maximum potential	For teachers to regularly flag to SENCO and evidence normal ways of working in lessons Applications for access arrangements to be made to DFE	SENCO	Ongoing and yearly	

Any items not in the above schedule will be reviewed as a matter of urgency as and when they arise and then prioritised accordingly.

4.0	LINKS WITH OTHER POLICIES This accessibility plan is linked to the following policies and documents: • Health and Safety Policy • Equality and Diversity Policy • Equality Duty statement • Special educational needs SEND Policy • Special educational needs and disabilities SEND school information report • Supporting Pupils with Medical Conditions Policy • Child Protection policy
5.0	REVIEW The Local Governing Committee or responsible committee will review and approve this policy in line with the procedure for policy review. Date for review – This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.