



Nettlesworth Primary School Accessibility Plan 2022-2023

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum. Short Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|--|-----------------------------|---------------------------------------|--|
| To liaise with Nursery providers to review potential intake for Sept 2023 | To identify pupils who may need additional to or different from provision for Sept 22 Intake | July 2023 | DHT EYFS teacher & TA SENDCO | Procedures/equipment/ ideas set in place by Sept 2023 |
| To establish close liaison with parents | To ensure collaboration and sharing between school and families. | Ongoing throughout 2022/23. | DHT All Teachers & TA's | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel Multi agency meetings where necessary Designated person for liaison with external agencies | Ongoing throughout 2022/23 | DHT/SENDCO TAs Outside agencies | Clear collaborative working approach School represented at all necessary meetings |
| To ensure full access to the curriculum for all children | Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives | Ongoing | Teachers SENCO Ed Psych | Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Any necessary equipment/ adaptations in place for |

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| | <p>offered.</p> <ul style="list-style-type: none"> • The use of P levels to assist in developing learning opportunities for | | | children with physical |
| | <p>children and also in assessing progress in different subjects</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | | difficulties | |

Medium term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|--|-----------|----------------------------------|---|
| To finely review attainment of all SEND pupils. | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents | Termly | Class teachers SENDCO | <p>Progress made towards Support Plan targets Provision mapping clear and detailed</p> <p>Pupil progress reviews- clear steps and progress made</p> |
| To monitor attainment of High Attaining pupils particularly those on SEND register | Policy and MAGT records to be updated MAGT booster groups/activities | Termly | MAGT co-ordinator Class teachers | MAGT children making proportionate progress. Achieving above average results |

Long Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| To deliver findings to the Governing Body | Governors meetings | Annually Termly SEN Governor / SENCO meetings | SENDCO SEND Governor | Governors fully informed about SEN provision and progress |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing 2022/23 | HT All subject leaders | All policies clearly reflect inclusive practice and procedure |

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| To ensure that the physical environment of school meets the needs of all members of the school community | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Ensure that there is sufficient space for children and adults with movement support aids to navigate their way around classrooms and school. | Ongoing | SLT Teachers TA's | All aspects of the environment accessible to all where reasonably possible. |
| Ensure visually stimulating environment that is accessible for all | Displays in classrooms that support and enhance learning. Text that is large and clear enough to be read easily Displays that are representative of a range of needs and abilities Use of communicate in print resources around the environment if necessary Labels supported by pictures/ photographs | Ongoing | SLT Teachers TA's | Accessible environment maintained. |
| Ensuring that the physical environment of the school does not restrict children/ people with a disability | Create access plans for individual children as part of the School Support process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met | With immediate effect, to be constantly reviewed | SLT Teachers TA's | Enabling needs to be met where possible |
| | in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events | | | |
| To ensure that the medical needs of all pupils and staff are met fully within the | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update policies on managing medical needs in | With immediate effect to be constantly reviewed | SLT Designated person for Medication & First Aid (PM & LH) All Teaching staff | To ensure that the medical needs of all pupils are met fully within the capability of the |

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| capability of the school. | school in line with the LA Ensure up to date First Aid and Managing Medicines in schools training for designated staff | | paediatric first aiders Occupational health | school. |
| Ensuring disabled parents have every opportunity to be involved | Ensure support for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents with low levels of literacy skills who need this Adopt a more proactive approach to identifying the access requirements of disabled parents | With immediate effect to be constantly reviewed | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

Medium term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|--|-----------|------------------|--|
| To improve community links and accessibility to support groups | School to continue to have strong links with schools and organisations in Durham Authority and the wider community. Specific guidance to parents to refer | Ongoing | SLT All staff | Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community |
| Direct them to the Local Offer and support to access Family Information Service Website Reference to FIS website on weekly newsletter | | | | cohesion |

Long Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|----------------|--|---------------------------------------|
| Continue to develop playgrounds and facilities. | Look for funding opportunities | Ongoing | Whole school approach | Inclusive child-friendly play areas. |
| To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages /letters/walk to school week | Ongoing | PSHCE Co-ordinator SLT LA Road Safety Unit PCSO & Beat Officer for Nettlesworth | No accidents Full access to school |
| To maintain accreditation of AFPE (Association for Physical Education) Schools Award | Continue to work towards AFPE Schools Award | 2022/23 | PSHCE/PE Co-ordinator Whole school approach | Achievement of award |
| Ensure any proposed 'new build' project is fully physically | Project manager appointed will ensure compliance with building regulations | When necessary | HT& Gov | New build is fully accessible |

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| accessible | regarding accessibility. | | | |
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|-----------------|--------------------------------------|--|
| To ensure all children with ASD have access to the curriculum | Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. | Ongoing | All staff to be aware | ASD children able to access curriculum. |
| To enable improved access to written information for pupils, parents and visitors. | Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Audit signage around the school to ensure that is accessible to all Use Core Assets/ SENDIAS to support parents if necessary Use of text messaging service (School Comms) or other alternative methods of communication | Ongoing | SLT Secretary/ Admin All staff | All members of the school community will access information that they need in a timely manner |
| To continue improve communication for any member of the school community who has sensory impairment. | Seek advice from LA Learning Support Team (Sensory) as and when necessary | Review annually | HT & Gov | Pupils and parents and With sensory impairments will have full access to school information and facilities. Nettlesworth Primary School will be a pleasant place to be for people experiencing sensory impairments |

Medium term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|-----------|-----------------------|--|
| To review children's records ensuring school's awareness | Information collected about new children. | Annually | Class teachers SENDCo | Each teacher/staff member aware of disabilities of |

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| of any disabilities | Records passed up to each class teacher and TA Data collection in line with equalities advisory visit | | Outside agencies | children in their classes |
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Long term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---------------------------------------|----------------------------------|-------------------------|---|
| In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected | Record keeping system to be reviewed. | Continual review and improvement | SLT Secretary/ Admin | Effective communication of information about disabilities throughout school |