



Policy: Accessibility Plan

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Approved By: Academy Committee

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Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Academy Committee members are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.
2. Nelson Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Plan will be drawn up to cover a three year period and will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - b. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Risk assessments will be in place as required.
 - c. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added, including to the Equality statement. The terms of reference for all Academy Committee meetings will contain an item on "having regard to matters relating to Access".
7. The Academy website will refer to this Accessibility Plan.
8. The Plan will be monitored by the Academy Committee and also by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and Academy Committee members in the matter of disability discrimination and the need to inform attitudes on this matter.
10. Actions completed in the previous three academic years:
 - a. Install ramps for wheelchair access to new Year 2 classroom, Year 3 cloakroom area, Year 4 classroom and staffroom.
 - b. Hoist to support those with physical difficulties in toilet/medical room.
 - c. Yellow lines added to flooring for those who are visually impaired.
 - d. Automatic gates for access to the school.
 - e. SRB Outside Area – Fencing upgraded to allow safe free flow access to this area.

Next Steps for 2024-2025

1. Curriculum Review - Curriculum resources to include examples of people with disabilities.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • 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 • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • 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 • Ensure opportunities to celebrate children's uniqueness 		<p>All children have access to a broad and balanced curriculum.</p> <p>The whole school curriculum is reviewed annually.</p> <p>Children have the equipment and resources they need to support them in school.</p> <p>Children with a disability make at least good progress.</p> <p>Additional support/intervention is quickly put in place to avoid children falling behind.</p> <p>Children feel safe and empowered to talk about themselves.</p>	<p>Full curriculum review</p> <p>Audit of provision including environments, resources and equipment</p> <p>Termly pupil progress meetings</p> <p>Planning and interventions in place</p> <p>Provide opportunities for children to talk about themselves.</p>	<p>SW, SM, LK and CL</p> <p>SM, LK and Class Teachers</p> <p>SLT and Class Teachers</p> <p>SM, LK and Class Teachers</p> <p>SLT and Class Teachers</p>	<p>22.07.2025</p> <p>22.07.2025</p> <p>Termly</p> <p>Half termly</p> <p>Ongoing</p>	<p>Curriculum is fit for purpose and meets the needs of all Nelson children.</p> <p>Children are in an area which is fit for purpose. They have the resources and equipment which they need to enable them in school.</p> <p>The data will reflect the good progress which children have made.</p> <p>Children will have made at least good progress.</p> <p>Children are happy and confident to talk about their needs. Wants and feelings.</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Yellow lines throughout school to support visual impairment • Stairs have lower additional handrail • Advice from external agencies who support children • Hoist • Evac Chairs and Emergency Evacuation Sledge • Nappy Changing facilities in Reception and Nursery. 	<p>SRB have a safe outside area, allowing free flow to outside. This area/environment needs to be further developed to support learning.</p>	<p>Development of SRB outside area/environment.</p>	<p>SW, CL and KH</p>	<p>July 2025</p>	<p>Children being able to safely access outside area.</p>
		<p>Children in KS1 to be able to have access to intimate care facilities.</p>	<p>Nappy changing facilities across KS1.</p>	<p>SW and LK</p>	<p>Jan 2025</p>	<p>Children able to use the outside to help regulate emotions.</p> <p>Children having their intimate care needs met.</p>

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