Nelson Academy

Policy: Accessibility Plan

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Accessibility Plan

This Accessibility Plan is drawn up in accordance with the requirements of the Equality Act 2010, including Schedule 10 relating to Disability. It sets out how Nelson Academy will improve access to education for disabled pupils and ensure compliance with its duties under equality legislation.

Nelson Academy recognises that disability is a protected characteristic under the Equality Act 2010. The academy is committed to anticipating the needs of disabled pupils, staff, parents, carers and visitors, and to making reasonable adjustments to remove barriers to participation, achievement and inclusion wherever practicable.

The academy actively promotes equality of opportunity, eliminates unlawful discrimination, advances equality of opportunity and fosters good relations between people who share a protected characteristic and those who do not, in accordance with the Public Sector Equality Duty.

Academy Committee members and academy leaders are responsible for ensuring the effective implementation, monitoring and review of this Accessibility Plan. Progress against the plan's objectives will be evaluated regularly and reported through the academy's governance arrangements to ensure continuous improvement in accessibility and inclusion.

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. Nelson Academy is committed to meeting its duties under the Equality Act 2010 and working in accordance with the SEND Code of Practice (2015) to ensure that pupils with disabilities and special educational needs are able to access a broad, balanced and ambitious curriculum alongside their peers.

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; (failure to make reasonable adjustments may constitute unlawful disability discrimination under the Equality Act 2010). 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. Progress against the Accessibility Plan will be reviewed termly by senior leaders and reported annually to the Academy Committee. Outcomes will inform future accessibility priorities and resource allocation.

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 – serviced annually.

    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 2026-2027

1. Curriculum Review - Curriculum resources to include examples of people with disabilities.
2. Review wheelchair access linked to dropped kerbs at the front of the school/car park area.
3. Review wheelchair access/accessibility to field area and equipment that wheelchair users can access.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Pupils with disabilities will participate fully in all aspects of academy life, including educational visits, enrichment activities, leadership opportunities, extra-curricular provision and school events.	• 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 pupils uniqueness • Enhanced transition arrangements will support pupils with disabilities when joining, moving within or leaving the academy.	All pupils have access to a broad and balanced curriculum. The whole school curriculum is reviewed annually. Pupils have the equipment and resources they need to support them in school. Pupils with disabilities achieve well from their starting points and access an ambitious curriculum that enables them to succeed alongside their peers. Additional support/intervention is quickly put in place to avoid pupils falling behind. Pupils with disabilities report feeling included, respected and able to contribute to academy life.	Full curriculum review Audit of provision including environments, resources and equipment Termly pupil progress meetings Planning and interventions in place Provide opportunities for pupils to talk about themselves.	SW, SM, LK and SK SM, LK and Class Teachers SLT and Class Teachers SM, LK and Class Teachers SLT and Class Teachers	July 2027 July 2027 Termly Half termly Ongoing	Participation data demonstrates that pupils with disabilities access the full range of academy opportunities alongside their peers. The curriculum is ambitious, inclusive and effectively adapted to meet the needs of all learners. Pupils are in an area which is fit for purpose. They have the resources and equipment which they need to enable them in school. The data will reflect the good progress which pupils have made. Pupils with disabilities make strong progress from their starting points and achieve outcomes that reflect the ambitious intent of the curriculum. Pupils are happy and confident to talk about their needs. Wants and feelings.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • 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 • Site support those with a hearing impairment through use of technology. • Stairs have lower additional handrail • Advice from external agencies who support pupils • Hoist • Evac Chairs and Emergency Evacuation Sledge • Personal Emergency Evacuation Plans (PEEPs) developed and reviewed for pupils, staff and	SRB has a safe outside area, allowing free flow to outside. This area/environment needs to be further developed to support learning. Review of Rosen/Banks class intimate care facilities. Site supports those with a visual impairment. Wheelchair users can safely enter/exit the academy grounds. Wheelchair users can safely access the school field. Wheelchair users have a range of activities which they can access at play times.	Development of SRB outside area/environment. Designated toileting area for each class. Review yellow lines and repaint as required. Review of dropped kerbs. Review of school field access. Review of activities available – research appropriate equipment.	SW, SK and LK SW, LK. SH and MN SH and MN SW and SH SW, SH and KB SW, SH and KB	July 2027 Jan 2027 Jan 2027 July 2027 July 2027 July 2027	Pupils being able to safely access outside area. Pupils able to use the outside to help regulate emotions. Pupils having their intimate care needs met. Those with a visual impairment can safely navigate the school environment. Wheelchair users can safely access the school site. Wheelchair users have equal opportunities and access to outside areas.

	visitors who may require support in an emergency. • Nappy Changing facilities in Rosen, Reception and Nursery. • Dropped kerbs • Wheelchair access to field areas • Play equipment for wheelchair users to access. Learning environments support pupils with sensory processing differences through reasonable environmental adaptations and access to appropriate resources.					
Monitor attendance patterns of pupils with disabilities and remove barriers that may impact attendance.	• Regular attendance monitoring. • Relationships with parents/carers.	Attendance gap between Pupils with disabilities' and their non disabled peers will decrease.	Termly attendance review Assess barriers Individual support plans where appropriate	SW, LK and GSy	July 2027	Attendance of pupils with disabilities will improve (target of 97%+) and the attendance gap with non-disabled peers will reduce annually through targeted support and barrier removal.

Accessibility of Digital Information	• School website • ClassDojo • InVentry sign in system	Ensure academy website content and digital communications are accessible and available in alternative formats where required.	Review website accessibility annually Provide large print, audio or translated documents upon request Ensure electronic documents meet accessibility standards	SW, SH and RL	July 2027	Stakeholders are able to access information in formats appropriate to their needs.
Develop staff knowledge, skills and confidence.	• OT Support • SEN Support Plans	Staff demonstrate confidence in supporting pupils with disabilities and additional needs.	Annual SEND and accessibility training Specific training linked to identified needs Update induction programme	SW, LK, SK and SH	July 2027	Staff training records, monitoring activities and learning walks demonstrate staff confidence and effective implementation of reasonable adjustments.
Pupils are happy and confident to talk about their needs.	Relationships with staff	Pupils are happy and confident to discuss their needs, wishes and feelings.	Pupil surveys Pupil conferencing SEND pupil voice reviews Staff continually build positive relationships with pupils. Pupil's self esteem develops. Language and communication skills develop.	SW, LK and GSy All staff	July 2027	Pupil voice demonstrates that pupils with disabilities feel included, safe and able to influence decisions affecting them.

All educational visits and enrichment opportunities are planned to ensure accessibility and inclusion.	2 x EVCs Norfolk County Council Evolve	All educational visits and enrichment opportunities are planned to ensure accessibility and inclusion.	All pupils have access to visits ad enrichment opportunities.	SW, LK, MB and class teachers	July 2027	Reasonable adjustments are identified and implemented to support participation.
Improve Access to Information and Communication	Regular website reviews Monthly newletters ClassDojo	Information accessible to all stakeholders. Alternative formats available on request. Website accessibility reviewed annually.	Audit website accessibility. Review communication formats. Ensure translation/alternative formats process is in place.	SW, SH and RL	July 2027	Parents, pupils, staff and visitors can access information regardless of need or disabilities.
Develop independence and preparation for next school phase/life.		Pupils with disabilities develop increasing independence, self-advocacy skills and resilience through planned opportunities across the curriculum and wider academy life.		SW, LK and class teachers	July 2027	Pupil voice, observation and assessment evidence demonstrate increasing independence and confidence in managing individual needs.

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