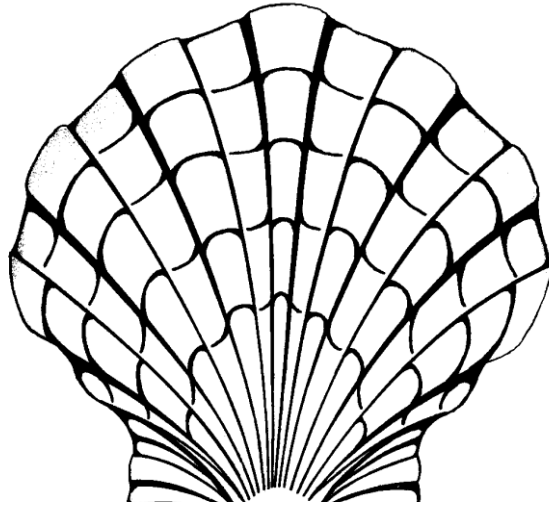


NAZEING PRIMARY SCHOOL



Accessibility Policy and Plan

2022-2025

Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.' According to the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

This plan sets out how Nazeing Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the availability of information to pupils with disabilities.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure individuals with disabilities are provided with equal opportunities;
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Nazeing Primary school is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one main school building, and an external EYFS Unit. There is a lift provided to access the Year 1 and 2

classrooms. The Year 3 to 6 classrooms are on one level. There is one room situated off the main hall which has no access for disabled pupils.

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

The accessibility audit:

- The Governing Board will undertake a regular Accessibility Audit
- The Audit will cover these three areas:
 - Access to the curriculum
 - Access to the physical environment
 - Access to information including visual disabilities, ambulatory disabilities, auditory disabilities, comprehension

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

The lobby is fully accessible for wheelchair users. There is a disabled toilet available fitted with a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

There is only one room disabled pupils have no access to but class allocation would be taken into consideration and a plan put in place.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced to ensure we are meeting their needs and they can access the full curriculum.

Improving Participation in the Curriculum

Priority	Lead	Strategy/ Action	Resources	Timescales	Success Criteria
Effective communication and engagement with stakeholders	SLT/ SENCO	Termly meetings/ coffee mornings with SENCO Termly parent consultations One Planning meetings with the teacher and SENCO	Timetabled	Achieved and ongoing	Parents/ carers fully informed and involved with their child's education.
Staff training on The Pyramid of Interventions and One Planning target setting	SENCO/ SLT/ SEP	SENCO to run staff meetings Training from the Advisory Team SENCO meeting with the EP	Timetabled meetings	Ongoing	Increased access to the curriculum and the needs of learners met
Effective use of equipment to support learners access the curriculum and learning	SENCO/ SLT/ SEP	LSA time allocated Use of Computing Programmes – WordShark Allocation of resources to individual pupils to support their concentration and learning – wobble cushions, overlays, exercise books, pencil grips, sloping boards	Computing Programmes Resources purchased	Ongoing	Adjustments made to ensure access to the curriculum
Extra-curricular activities are planned to ensure adjustments are made to enable full access to all aspects of school life	SLT	Risk Assessments include measures to mitigate risks Providers to be fully briefed on needs Providers to comply with all legal requirements	Equipment	Ongoing	Access to all aspects of school life

Improving the Physical Environment

Priority	Lead	Strategy/ Action	Resources	Timescales	Success Criteria
Maintain safe access to all areas in the building	HT/ Govs	Maintenance of steps and key areas highlighted with yellow paint Ensure corridors are clear	Paint Ongoing Maintenance	ongoing monitoring as part of the buildings and premises committee	The building safe for all pupils
Maintain safe access to the outside of the building	HT/ Govs	Maintenance of steps and key areas highlighted with yellow paint Keep pathways clear	Paint Ongoing Maintenance	ongoing monitoring as part of the buildings and premises committee	The building safe for all pupils
Signage	HT/ Govs	Signs support easy access around the building	Signs Ongoing Maintenance	ongoing monitoring as part of the buildings and premises committee	Fully accessible for all
Paving around the building	HT/ Govs	Regular monitoring of the condition of external paths Devise a plan for repair and maintenance of key areas	Ongoing Maintenance Contractor quote	ongoing monitoring as part of the buildings and premises committee	Pathways safe and no trip hazards

Improve the Accessibility of Written Information to Stakeholders

Priority	Lead	Strategy/ Action	Resources	Timescales	Success Criteria
Circulating of written documents	HT/ Govs	Emailed to all parents/ carers Information on the school website Paper copies available Create an environment where families can come to school to have the information read to them Translate information where appropriate	Reprographics	Ongoing	Information accessible for all
Understand the needs of pupils and ensure information is available	SENCO	When needed: large print versions, braille, pictorial / symbolic representations, translated	Ad hoc	Ad hoc	Pupils can access all information and the full curriculum
Ensure the school is aware of how to access the different formats needed to support the pupils	SENCO/ HT	SENCO liaise with SEP and gather a list of resources	Ad hoc	Ongoing	Pupils have access to curriculum information in a timely manner to meet their needs