

Accessibility plan

Nonsuch School



Approved by:

[Name]

Date: [Date]

Next review due by:

May 2025

1. Aims

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

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.

Nonsuch School is part of the Birmingham Diocesan Multi Academy Trust (BDMAT) whose vision and aim is Life in its fullness for all • Success for all • Positive well-being for all.

The plan will be made available online on the school website, and paper copies are available upon request..

The BDMAT and Nonsuch School are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Nonsuch School supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in Nonsuch School, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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.

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 an auxiliary aid or adjustments to premises.

3. Action plan

AIM	CURRENT GOOD PRACTICE	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 make sure it meets the needs of all pupils. • Environment checks are completed termly. • Resources trays are labeled with words and pictures. • Staff training and CPD. 	<p>Mentoring service to support children with SEMH needs..</p> <p>External professionals signpost / meet with parents – using translator if needed..</p> <p>Children with SEMH needs have access to intervention support in school.</p> <p>Children with SEMH needs have access to intervention support in school.</p> <p>Children with Communication and Language needs have access to intervention support in school .</p>	<p>Source external mentoring support and implement.</p> <p>Coffee mornings to take place with external professional services.</p> <p>Use Motional to identify children in need of SEMH intervention.</p> <p>Use DLP funding to provide resources and activities.</p> <p>SALT to provide in school staff training.</p> <p>Schedule training for teachers and support staff and needed.</p>	<p>Gail Joyce</p> <p>SLT</p> <p>GJ Class teachers</p> <p>GJ Class teachers to implement</p> <p>GJ and PSS</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Termly starting autumn 1</p> <p>Through out year</p>	

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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Push button doors. • Accessible parking bays. • Accessible toilets and changing facilities. • Library shelves at wheelchair-accessible height. • Daily environment risk assessment of site . • Individual risk assessments in place. • All staff have completed Health and safety and “Fire” training. 	<p>Lift is repaired and useable.</p> <p>Changing table is repaired and usable.</p> <p>On going maintenance of building and site.</p>	<p>Ongoing maintained of building and school site</p> <p>Repairs to be costed</p> <p>Funding allocated</p> <p>Repairs to implemented</p>	<p>Head teacher</p> <p>Site manager</p>	<p>May 2023</p> <p>May 2024</p> <p>May 2025</p>	
<p>Improve the delivery of information to pupils (and parents / carers) with a disability or English as an Additional Language</p>	<ul style="list-style-type: none"> • Internal signage. • Large print resources. • Pictorial or symbolic representations. • Resources available in different fonts and coloured paper. • Use of “plain English”. • Translation available on website and letters home. 	<p>All staff to have a basic knowledge of BSL.</p> <p>Website is regularly reviewed and updated as needed</p>	<p>Initial BSL training sourced and costed</p> <p>Training delivered</p>	<p>Gail Joyce</p> <p>SLT</p>	<p>May 2023</p> <p>May 2024</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Head teacher, School Leadership Team, Local Academy Board and site manager.

It will be approved by Mrs Sally Ann Roberts – Head teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) policy and information report
- Supporting pupils with medical conditions policy
- BDMAT Accessibility Policy
- Equal Opportunities Policy