

Accessibility plan



Approved by:	Dr Sanders	Date: November 2024
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Last reviewed on:	November 2024
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 wellbeing for all.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<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. 	Mentoring service to support children with SEMH needs.	Source external mentoring support and implement.	SW	Autumn 1	
		External professionals signpost / meet with parents – using translator if needed.	Coffee mornings to take place with external professional services	SW	Autumn 2	
		Children with SEMH need access to intervention support in school.	Use DLP funding to provide children with additional support	SW	Autumn 1	
		Children with SEMH needs have access to intervention support in school.	Use pastoral in house support and external support	Social Worker / SW	Autumn 1 and then throughout	
		Children with Communication and Language needs to have access to intervention support in school.	Use NELI to identify children who require additional support. SALT to be in to support	SW	Autumn 1 and 2	
		Children with a physical disability have access to any support in school.	Liaise with relevant services for equipment needed	SW	Autumn 1	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Push button doors.</p> <ul style="list-style-type: none"> • 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>Staff to complete individual needs training with the nurse when the needs arise</p>	<p>Ongoing maintenance of the school site</p> <p>Equipment that is used to support children to be enhanced when needed</p> <p>Lift to be maintained</p>	<p>Ongoing risk assessments of the site</p> <p>Liaise with the NHS staff and exchange equipment when needed</p> <p>Ongoing assessment for itsorking order</p>	<p>PF/SS</p> <p>SW</p> <p>PF/SS</p>	<p>Throughout the year</p> <p>Autumn 1</p> <p>Throughout the year</p>	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Internal signage.</p> <ul style="list-style-type: none"> • 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>Website is regularly reviewed and updated as needed</p>	<p>Website reviewed</p>	<p>SS/SH</p>	<p>Autumn 1</p>	
		<p>Letters to be provided in different languages if needed</p>	<p>School office to use software to change this when required</p>	<p>SH/JC/JW</p>	<p>Autumn 1 and ongoing</p>	
		<p>Software to be looked at for converting the school website to a different language</p>	<p>Investigate a conversion software for the website</p>	<p>SS</p>	<p>Spring 1</p>	
		<p>Policies to be changed into a different language if needed and provided to parents</p>	<p>School office to use software to change this when required</p>	<p>SH/JC/JW</p>	<p>Autumn 1 and ongoing</p>	
		<p>School to provide support to parents with forms and letters</p>	<p>School office to use software to change this when required</p>	<p>SH/JC/JW</p>	<p>Autumn 1 and ongoing</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 headteacher, senior leadership team, governing body and site manager.

It will be approved by Dr Sanders, Headteacher.

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 (SEN) information report
- SEND policy
- BDMAT Accessibility Policy
- Supporting pupils with medical conditions policy