



Nether Stowey CE VC Primary School

Accessibility Policy and Action Plan 2024-2027

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

Our vision



Nether Stowey Church of England Primary School

inspires a love of learning in all of us with

Christian values at our heart.

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

Introduction

At Nether Stowey Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important, included and valued. We promote an ethos of care and trust where every member of our school community feels that they truly belong. We work hard to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality 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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his other ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Aims and Objectives

Nether Stowey Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Nether Stowey VC CE Primary School



Accessibility Plan – January 2024 – 2027

Aim 1: To increase the extent to which pupils with SEND can participate in and access the curriculum				
Target	Action	Timeframe	Person(s) responsible	Outcome
To develop and maintain inclusive quality first teaching (QFT)	All staff complete Teacher and Teaching Assistant audit Training from SSE for QFT All members of staff follow principles of QFT Observations linked to Teacher Appraisals Follow up monitoring by SLT	Termly/ ongoing	All Staff SLT	All pupils and groups of pupils including SEND pupils make good progressive from their relative starting points
To provide and embed the use of supportive resources in all lessons to benefit individual pupils and staff, including the use of laptops and iPads	Training from SSE for QFT IEPs written to reflect the use of additional provision required Manipulatives are used daily as part of mathematic lessons iPads have apps that are appropriate and supportive for meeting needs of children Core training for working memory, processing speeds and scaffolding for independence.	January 2027	SLT Finance officer All staff	All pupils and groups of pupils including SEND pupils make good progressive from their relative starting points
To increase the confidence and skills of all staff in noticing and supporting pupils with learning needs	All staff complete Teacher and Teaching Assistant audit All members of staff follow principles of QFT Observations linked to Teacher Appraisals Staff training led by SENCO focusing on key areas of difficulty (working memory, slow processing, scaffolding for independence)	January 2027	SLT All staff	Staff are confident to identify and support children with learning needs and disability Staff complete appropriate procedure in line with SEND policy when identify pupils with additional needs
To ensure pupils with medical needs that lead to high levels of absence from school make good progress and are able to catch up	Individual Medical Care Plans written Prepare and give learning to parents of pupils who missed learning during absence Planned intervention to fulfil potential gaps	Termly/ ongoing Half termly review of care plans	Class Teacher SLT	Pupils with medical needs are able to access the curriculum and make good progress despite absence from school
To ensure all external visits are planned to enable all pupils to fully participate regardless of need	Preliminary visit made EEC risk assessments complete Risk assessment from site of visit obtained	4 weeks prior to any external visit	Class Teacher SLT	All pupils are fully engaged and learning from external visits

	Contact PIMS/OT where appropriate Bus company informed, and PEEP requested/adjusted			Good progress and enjoyment in learning is maintained for all pupils
--	--	--	--	--

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with SEND can access education and associated services

Target	Action	Timeframe	Person(s) responsible	Outcome
To ensure reasonable adjustments are made for pupils with a disability, medical condition or other access needs to evacuate the site safely	Liaise with external agencies (OT/PIMS) Identify evacuation routes from various places around site Write Personal Evacuation Plans (PEEP) Identify training needs and implement where needed Personalised risk assessments and access plans	Termly/ ongoing January 2027	SLT	Safe evacuation in an emergency
To ensure reasonable adjustments are made for pupils with a disability, medical condition or other access needs to manage personal/intimate care	Liaise with external agencies (OT/PIMS) Consultation with hospital (Musgrove) staff Identify training needs and implement where needed Individual Medical Care Plans written Safe System of Work in place for specialised equipment Toilet management plans written	January 2027 Termly/ ongoing Half termly review of care plans	SLT	Staff trained in intimate care (CD) and disseminate information to relevant parties Medical Care Plans support needs and dignity of pupils Toilet management plans ensure children and staff are safeguarded
To improve signage around the school site	Health and Safety signage audit Renew and update signage to ensure compliance	July 2027	Head Teacher, Finance officer, Caretaker	Clear signage directing pupils, staff and visitors to key information and health and safety notices
To improve the visibility of external steps around the site	Contact visual impairment team Highlight/paint the edge of steps	July 2027	SLT, Finance Manager, Health and Safety Governor	All pupils safe when using external steps

Aim 3: To improve the extent to which information can be accessed

Target	Action	Timeframe	Person(s) responsible	Outcome
To ensure children have a suitable means of communication to fulfil their needs and full potential	Invest in Somerset Total Communication (STC) and/or computer software Widget Print around school uses pictures alongside words	January 2027	SLT	All pupils and groups of pupils including SEND pupils make good progressive from

	SEND register analysis to identify areas of need			their relative starting points Pupils communicate their needs appropriately
To provide parents and carers with information to support their child at school	Parent workshops are advertised and presented in multi-sensory ways. Copies of workshop presentations available in paper and electronic formats Parent/Carer evenings are scheduled twice in the year Parent/Carer evenings to be held in the hall as accessible to all	Termly/ongoing	SLT	Parents/carers more able to access school site All pupils and groups of pupils including SEND pupils enabled to make good progressive from their relative starting points with parental support
To provide information to parents and carers about Special Needs Provision	Hold SEND Parent Information Report meeting, inviting parents of children with SEND Update SEND Information Report Termly staff meetings on SEND SEND Policy reflects good practice in school	Termly/ongoing	SENCO SEN Governor	Policy up to date and reflects good practice SEND Information Report accessible and meaningful to parents
To make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	School to use 'easy read' fonts such as comic sans Review all current school publications and the availability in different formats when specifically requested	Termly/ongoing	SLT School Administrator	Day-to-day information in accessible Website newsletters or up to date and easily accessed