



Nailsea School
Accessibility Plan

1) Principles

- 1.1 We are committed to the inclusion of all students. Every individual is valued and their achievements celebrated.
- 1.2 We support the entitlement of all students to a broad and balanced curriculum.
- 1.3 Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.
- 1.4 This plan sets out the proposals of how Nailsea School will seek to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discriminations Act, 2010 (DDA):
 - 1.4.1 Increasing the extent to which disabled students can participate in the school's curriculum.
 - 1.4.2 Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
 - 1.4.3 Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

2) Legislation

This Policy takes account of:

- Special Educational Needs Code of Practice 2015
 - Children's and Families Act 2014
 - The Special Educational Needs and Disability Act (SENDA) 2001
 - Education Act 2002, Education Act 2011
 - Education (Special Educational Needs Coordinators)(England) Regulations 2014
 - The Equalities Act 2010
 - Keeping Children Safe in Education, July 2016
- The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:
- Not to treat disabled students less favourably for a reason related to their disability.
 - To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
 - To plan to increase access to education for disabled students.

3) Associated Policies

This policy is considered in conjunction with other associated Academy policies:

- Admissions Policy
- Complaints
- Examinations Procedures
- First Aid
- Health and Safety
- Medical Needs Policy
- Behaviour and Rewards
- Special Educational Needs and Disabilities
- Social, moral, spiritual and cultural development (SMSC)
- Teaching and Learning

4) Policy Definitions

- 4.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 4.2 Children have a learning difficulty if they:
 - 4.2.1 Have a significantly greater difficulty in learning than the majority of children of the same age; or

- 4.2.2 Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- 4.2.3 Are under compulsory schools age and fall within the definitions above or would so do if special educational provision was not made for them.
- 4.3 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 4.4 Special educational provision means:
 - 4.4.1 For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.
- 4.5 A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 4.6 See Chapter 1, Section 6, Equalities Act 2010

5) **The Nailsea School Context**

- 5.1 Nailsea School is a secondary provision for students aged 11-18.
- 5.2 It is located at Mizzymead Road, Nailsea, North Somerset, BS48 2HN
- 5.3 Nailsea School can be accessed via public or private transport.

6) **Access to the Curriculum**

- 6.1 Nailsea School seeks to increase the extent to which students can access the curriculum by:
 - 6.1.1 Providing a thorough student induction process, linking closely with feeder schools and external services to support and accommodate the needs of students.
 - 6.1.2 Ensuring all staff adhere to Academy policies regarding personalisation within the classroom and the continued review of Learning Profiles
 - 6.1.3 Ensuring all students with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or laptop etc.
 - 6.1.4 Ensuring enrichment activities are as inclusive as possible and plans for educational visits take into account individual student needs.
- 6.2 In order to make continuous improvements for students, Nailsea School will:
 - 6.2.1 Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments, for example, re-rooming classes etc.
 - 6.2.2 Scrutinize the data of SEND students after every assessment point and share the findings at a Senior Team level, followed by implementation of intervention strategies (where appropriate).
 - 6.2.3 Provide a suitable transition process to provisions outside of Nailsea School, for example, college, apprenticeship or other specialist SEND provision.
 - 6.2.4 Consider the progress and performance, finance and provision for students with SEND at Governing Body meetings.

7) **Access to Pastoral Support**

- 7.1 Nailsea School will provide a bespoke pastoral structure for all its students.
- 7.2 Students may access one-to-one mentoring for support and challenge in relation to their academic life.
- 7.3 Nailsea School will ensure that students with an Education Health and Care Plan (EHCP) receive the provision to which they are entitled and that all staff aware of those students' needs.
- 7.4 In order to make continuous improvements for students Nailsea School will:
 - 7.4.1 Ensure all staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities.

- 7.4.2 Scrutinize performance data with specific reference to the outcomes of SEND students and Children who are Looked After (CLA) at each Assessment Point.
- 7.4.3 Ensure there are timely reviews of individual student risk assessments and any issues are appropriately investigated in a timely manner.

8) Site Accessibility

- 8.1 Nailsea School was completely rebuilt in 2009 and complied with DDA regulations in force at the time including;
 - 8.2.1 All entrances to the building are level (no stairs)
 - 8.2.2 Automatic external doors for easy ingress and egress
 - 8.2.3 Lifts to allow access to second floor facilities
 - 8.2.4 Wheelchair accessible washroom facilities across all levels
 - 8.2.5 Designated parking for Blue Badge Holders
 - 8.2.6 Manifestation of glass for visually impaired users
 - 8.2.7 Braille room numbers
- 8.2 In order to make continuous improvements for students, Nailsea School will:
 - 8.2.1 Conduct an annual review of incidents reported via the Assistant Business Manager- Operations (ABM) regarding required site improvements, incidents and near misses, and also essential maintenance works.
 - 8.2.2 Provide quarterly reviews to the Local Governing Body regarding Estates and Safety matters.
 - 8.2.3 Ensure that all areas have a full and in date Risk Assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc work.
 - 8.2.4 Ensure all students take part in regular drills to safely evacuate a building in the case of an emergency.
 - 8.2.5 Ensure compliance with the Academy's Medical Needs Policy.
- 8.3 Nailsea School will continue to take into account the needs of its students, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes

9) Access to Information

- 9.1 Nailsea School will provide access to information and performance updates in a variety of ways including:
 - 9.1.1 Students news and updates
 - 9.1.2 The Nailsea School website
 - 9.1.3 Open Days
 - 9.1.4 Parent/Carer evenings/meetings
 - 9.1.5 Meetings with parents/carers
 - 9.1.6 SEND review processes
- 9.2 In order to make continuous improvements for students, Nailsea School will:
 - 9.2.1 Produce all school documents in the appropriate font, size and colour/coloured background to assist visually impaired students.
 - 9.2.2 Investigate alternative way to provide access to information, software and activities
 - 9.2.3 Investigate ways of communicating with SEND parents/carers.
 - 9.2.4 Make full use of external providers of support including those providers in the Local Authority responsible for providing information in alternative formats (eg Braille, audiotape) if required.

10) Consultation

- 10.1 All sections of Nailsea School community will be included in the development of this Accessibility Plan with specific input sought from:
 - Student Voice and School Council
 - Parents/carers
 - SEND Coordinator

- Staff
- Students
- Governors

10.2 Primary Schools will be contacted to assist with the planning and information gathering of incoming Year 6 students.

10.3 All students with an EHCP will have an annual review where students and parents/carers are consulted about the provision they are offered and are able to contribute to an evaluative commentary.

11) Monitoring and Review

11.1 This Accessibility Plan will be monitored annually by the Local Governing Body and reviewed every three years.

12) Professional Confidentiality

12.1 Confidentiality is an issue which needs to be understood by all those working with students, particularly in the context of Safeguarding. The Academy recognises that the only purpose of confidentiality in this respect is to benefit the student.

Author:

Date:

Governor signatory:

Date:

Next review date: