



Accessibility Plan

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Curriculum
4. Physical environment
5. Information
6. Monitoring and review

Statement of intent

This plan outlines how Naphill and Walters Ash School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that 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.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Naphill and Walters Ash is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND register and information on children with additional needs updated.	SENDCo and Office Staff	Ensure SEND register reflects current pupils being supported. Ensure Provision Map, online files and SEND register are up-to-date. Make SEND and medical needs known to all relevant staff. Meet with parents of children whose care plans/documentation needs updating.	SEND register and online files for individuals. Care plans Provision Map subscription	Complete at start of each academic year and then updated as and when needed.	SEN and medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SENDco SLT Office Staff	Introductory meetings in the autumn term to teachers, followed by termly parents' evenings. Additional termly review meetings offered to parents of children with SEN support plans and EHCPs.	Provision Map subscription Teacher and SENDCo time	On going	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	Lower School lead SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake.	Lower school and SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco	Monitor and audit Staff strengths/gaps in knowledge. Internal and external training arranged as required for TAs and Teachers. Staff meetings addressing inclusive practice	Staff meeting -TA training - SENDCo/Teachers time -External agency training	On going	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum continues to be broad and effective.

		and SEND procedures. SENDCo to do 1:1 sessions with teachers as required.			
Use appropriate assessment tools and activities for children working pre-key stage	SENDco	Ensure staff are familiar with the pre key stage criteria.	SENDCo/Teachers time	One year	Children working pre key stage will have consistent approaches for assessment. Children working pre key stage will access every subject in a tailored way
To ensure that the Physical SEN needs of relevant pupils are met fully within the capability of the school	SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Staff meeting TA training	On going.	All pupils' needs are met and they are able to access the curriculum All advice acted upon
Appropriate use of specialised equipment to benefit individual pupils and staff children	SENDco	Referral and liaison with relevant external teams to ensure provision and access to any specialised equipment required. Pupils to have access to resources to support any sensory or physical challenges e.g. writing slopes, pencil grips/aids, sensory supports such as fidgets, weighted pads, chewbuddies, wobble cushions, ear defenders, sensory room etc. Monitor and observe use of this equipment.	Audit of equipment and needs Staff training Cost of resources	On going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	SENDco	Review intervention outcomes on Provision Map half-termly, using objective measures where possible, to ensure optimum outcomes for pupils with SEN.	Training on new interventions through external professionals Resources and	One year	Progress and attainment of all children is outstanding

		Identify any concerns regarding progress in interventions and take action as required e.g. change of intervention, further training, seek external advice. Provision of a range of interventions covering all areas of SEN Need. Consider use of online interventions to increase access to provision in a cost-effective manner.	subscriptions required to deliver interventions		
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Target/Issue Timescale	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips	SENDco HT	Teachers to ensure all children are included in risk assessments for trips and liaise with the SENDCo and Headteacher to arrange appropriate support so children are able to access the trip to its full extent. Liaise with external providers if medical needs will require adaptations.	Risk Assessments Time for pre visit if required	On going	All SEND pupils are able to access all trips during their time at NWAS when safe to do so.
Ensure all children feel safe and involved at playtimes	Lunchtime staff Pastoral/behaviour lead	Use clear zoning on the playground so children know which areas are calm/active/noisy/quiet, helping those who need more structure. Offer structured games and activities led by staff or play leaders, helping children with social difficulties to join in. Investigate and address any issues of concern on the playground.	Playground equipment Staff time	On going	Children feel safe in school – evidence in survey results from children

Maintain safe access round the interior and exterior of the school	Office Manager Caretaker HT	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1	Premise meeting minutes Premise walk	On going	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Office Manager Caretaker HT SENDCo	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	Registers of clubs and extended day - risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required
Ensure all SEND children are able to access break and lunch times	SENDCo Lunchtime staff Pastoral/behaviour lead	Assign specific TAs to monitor and support vulnerable pupils or those with social communication needs. Opportunity for access to a quiet, supervised indoor space during playtimes for specific children. Involve pupils with SEND in regular pupil voice surveys about playtimes. PIPs in place so that staff and pupils know how incidents of dysregulation will be managed.	Staff time	On going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

Improve the access and delivery of written information					
To improve the delivery of information for disabled pupils and parents					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time BSA time ?? SENDCo time	On going	All parents will be able to be aware of what is happening at school via the website.

Ensure written materials are available in alternative formats	Office manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms	Google translate Office time	Ongoing	Parents are able to access all information
---	--------------------------	---	---------------------------------	---------	--

Monitoring and review

This plan will be reviewed on an [annual](#) basis by the governing board and headteacher. The next scheduled review date for this plan is July 2026 changes to this plan will be communicated to all staff members and relevant stakeholders.