



Accessibility Plan

Key Document details:

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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 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.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

Nyland Campus Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA) and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term plan ahead of the next review date. This plan was updated to reflect new statutory requirements for the setting of Equality Objectives.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including conjunction with pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include adjustments for physical, medical or learning needs</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ol style="list-style-type: none"> 1. Review PE curriculum to ensure PE accessible to all 2. Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties 3. Heighten awareness of staff in relation to strategies and procedures employed by speech therapists for SLCD pupils 4. Ensure all staff are aware of disabled pupils curriculum access 5. Ensure access to computer technology appropriate for pupils with disabilities 	<ol style="list-style-type: none"> 1. Gather information on accessible PE and disabled sports 1. Facilitate visits to the school by disabled sports people 2. Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provided training for staff 3. Provide training in relation to SLCD issues, for all staff 4. Set up system for information to be shared with appropriate staff 	<ol style="list-style-type: none"> 1. PE Subject Lead 2. Principal 3. SENCO 4. SENCO 5. ICT subject lead 6. Principal 	<ol style="list-style-type: none"> 1. June 2024 2. On-going 3. On-going 4. On-going 5. On-going 6. On-going

		<ol style="list-style-type: none"> 6. Ensure all Staff and governors have access to specific training on disability/equality issues 	<ol style="list-style-type: none"> 4. Display information relating to individual pupils needs in staffroom 5. ICT plan includes prioritised list for computer technology as required for pupils with disabilities 6. Use staff audit to identify training needs and inform professional Development process 		
<p>Improve and maintain access to the physical environment</p>	<p>The physical environment is regularly monitored maintained and adjusted where appropriate</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ol style="list-style-type: none"> 1. Make entry to all areas more accessible for wheel chair users and others. 2. Any future plans for further development of the building take DDA issues in to account. 3. All staff make classrooms accessible, the environment is adapted to the needs of pupils as required. 4. Ensure that all disabled pupils can be safely evacuated. 	<ol style="list-style-type: none"> 1. Improve access to all areas during any re-design 2. Any new plans to be fully DDA compliant 3. Check entry access for wheelchair users and ensure that rooms are organised in accordance with pupil need. 4. Implement PEEP for identified pupils where and when necessary. 	<ol style="list-style-type: none"> 1. Estates Team 2. Estates Team 3. Estates Team 4. Principal 	<ol style="list-style-type: none"> 1. June 2025 2. June 2025 3. June 2025 4. As required

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille, can be obtained if required ● Pictorial or symbolic representations 	<ol style="list-style-type: none"> 1. Any redecorating or alterations within the school is sympathetic to the visually impaired 2. Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities 3. Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard of printed information 	<ol style="list-style-type: none"> 1. Advice taken re-lighting and colour schemes before any further decorating takes place 2. Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions 3. Ensure website is fully compliant with requirement for access by persons with visual impairment. 	<ol style="list-style-type: none"> 1. SLT/Estates Team 2. All school staff, Principal to oversee 3. Principal 	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. On-going
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and Local Board of Governors.

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
- Supporting pupils with medical conditions policy