
Nacton Church of England Primary School

Nacton Village
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Accessibility Policy and Plan

Version 12

Chair of Governors:

Mrs Angela Laithwaite

Signed:

Chair of Working Group:

Mr Owen Wheeler

Signed:

Date authorised:

Approval minuted:

21 March 2024

Date of next review:

Spring Term 2027

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.

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.

Working closely with outside agencies including the St Edmundsbury and Ipswich Multi Academy Trust and Suffolk County Council, and see SEND policy for more information. 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents 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 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.

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 PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES State short, medium and long- term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1. Increase access to the curriculum for pupils with a disability	• 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 • Advice sort for support to access PE if a challenge	To increase representation of people with disabilities through the curriculum.	• Curriculum resources include examples of people with disabilities	GT/RS	ongoing	Website representation, reading book representation and curriculum resources and visitors and real life representations.

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2. Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To further increase accessibility if and when wheelchair access is required.	• Review peg heights • Review lunch tables to ensure wheelchair access • Check access to lunch hatch • Check for lips on doorways which prevent access • Highlight hazards such as steps	GT/RS	ongoing	School site accessible for wheelchair users

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3. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Dyslexic friendly font	To further develop our range of communication methods.	• Staff trained in deaf awareness • Consult and work with SES advisors as necessary for visual and hearing impaired • Newsletter available in different languages as appropriate • Ensure website is fully compliant with requirements for access by person with visual impairment.	GT/RS	ongoing	Actions are complete and a wider range of information is accessible to all.

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 the governing board.

It will be approved by the governing board.

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
- Supporting pupils with medical conditions policy

6 Document History

Version	Date	Comments
Issue 1	June 2013	Initial version based on County template. Replaces previous Disability Equality Scheme, Equal Opportunities Policy, and Multicultural and Race Equality Policy.
Issue 2	18/06/2014	No significant changes.
Issue 3	18/06/2015	No significant changes.
Issue 4	30/06/2016	Action Plan appendix moved to separate Accessibility Plan document.
Issue 5	22/06/2017	Updated following change to academy status.
Issue 6	21/06/2018	No changes.
Issue 7	20/06/2019	No changes.
Issue 8	25/06/2020	No changes.
Issue 9	08/03/2022	No changes.
Issue 10	07/03/2023	No changes.
Issue 11	17/10/2023	No changes to original Single Equality Plan sections. Action plan added.
Issue 12	21/03/2024	Revised as Accessibility Policy and Plan.

To be reviewed: Annually.