

Accessibility Plan - previously known as SENDA Disability Planning Matrix – ongoing from September 2019 to August 2022

| Objective – in addition to ensuring all other policies and teachers consider Disability access issues | Action | By when? | By whom? | Resources | Success Criteria | Principal Review date & comments |
|---|---|------------------------|----------------------|----------------------|----------------------------------|---|
| <p>1. ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with disabilities.</p> | <p>Continue to improve Departmental use of digital equipment-for example interactive whiteboards & computer keyboards.</p> <p>Develop common room.</p> <p>Trial deployment of Tablets across Phases</p> <p>Wide range of musical equipment to be introduced</p> | Through to August 2022 | LW | Within dept. budgets | Uptake and use by all age groups | <p>annual review- touchscreens and notebook now ordered</p> <p>Musical instruments bought-access to appropriate, soundproofed room now being sought</p> |
| Clear understanding of each child's education/ SEND provision | Provision maps for each child | Ongoing | Senco with all staff | | | |

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| <p>2. ACCESS TO CURRICULUM Reflect identified areas of need in lesson planning and delivery.</p> <p>Prioritise student participation in school activities & trips</p> | <p>Programme of INSET to include disability awareness - Register of training Weekly planning meetings Discussion between staff Resources to support learning</p> <p>Ensure activities are accessible to all students by appropriate transport arrangements Locations of trips/visits to be disability friendly-achieved through pre visit by staff Parent/ carer invited to accompany pupil on trip if needed Staff ratio considered to meet needs of all pupils.</p> | <p>Ongoing</p> <p>Ongoing In training folder</p> | <p>Sara Fello</p> <p>All staff Training logged by Senco</p> | <p>Staff training days, INSET budget</p> | <p>All students able to participate in school activities & trips.</p> | <p>At least 1 a year</p> <p>Ongoing</p> |
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| <p>3. SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.</p> | <p>Think beyond the Ramp – accessibility in all areas of school life</p> <p>Access needed for steps at the back of phase 1 room & barrier needs altering</p> | <p>By August 2020 2021 (or before if wheelchair access is needed)</p> | <p>SAF</p> | <p>£1500</p> | <p>Access achieved</p> | <p>Maintenance procedures to always consider this provision</p> <p>(Moved on one year because of Covid-19)</p> |
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| <p>4. CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p> | <p>Plan classroom layout in accordance with pupil need</p> <p>Organise resources accordingly</p> | <p>ongoing</p> | <p>Teachers</p> | <p>School budget</p> | | <p>Ongoing INSET and staff meetings</p> |
| <p>5. NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats.</p> | <p>Home / School pack for SEN students Homework information available as information sheets in alternative formats when requested.</p> | <p>Ongoing</p> | <p>All staff</p> | <p>INSET and staff meetings</p> <p>Dedicated time to produce guidance sheets</p> | <p>Evident in work of those on SEN register</p> | <p>SENCo/SAF discussions Newsletters and material sent by email and on website to utilise alternative computer formats</p> |

This plan is a working document – Amendment date will be produced automatically in the Revisions list

Aspects of Policy relevant to Disability

ADMISSIONS AND DISABLED PUPILS

We are an academically inclusive school and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Nurture Learning. Treating every child as an individual is important to us, and we welcome pupils with physical disabilities provided that they can cope with our site.

We advise parents/carers of children with physical disabilities to discuss their child's requirements with the Headteacher before admission, so that we can make adequate provision for him/her. Parents/carers should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements.

ON ENTRY

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support and we would normally discuss this issue with parents/carers before their child enters the school. Copies of Nurture Learning's Special Educational Needs Policy may be downloaded from our website.

PHYSICAL ACCESSIBILITY

Nurture Learning has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its building. We are progressively introducing facilities for wheelchair users.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes, and, for example, for large print documents to be given to those with impaired vision

MEDICAL PROVISION

Nurture Learning has appropriately trained staff on site with specific responsibilities for First Aid. This position is shared between Sarah Fernihough, Jodie Murrell and Louise Wormwell. The team are always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.

STAFF TRAINING

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities. All staff (including teaching and support staff) are given regular training on working with disabled pupils. An appropriate log is maintained of our INSET and CPD training for

all staff.