

Nursery Hill Primary School  
Ansley Common  
Nuneaton



Accessibility Plan  
2017 - 2020

## **Nursery Hill Primary School Accessibility Plan 2017- 2020**

### **Introduction**

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Nursery Hill Primary School recognises the following duties that this places upon them:-

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to make reasonable adjustments to the school buildings, listed status, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duty of the DDA makes three requirements of the Governing body:-

- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Finance sub Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

### **Disability at Nursery Hill Primary School**

' A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – DDA definition

Nursery Hill Primary School's Equal Opportunities policy and Disabled Discrimination policy ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

### **Access to this plan**

- This plan will be made available upon request to any current parent or prospective parent who requests it;
- We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school;
- This plan will also be made available to any member of staff or applicant for a post at the school who requests it;
- This plan will be shared with Senior Management and will inform relevant aspects of the school's improvement plan;
- This plan will be made available to OFSTED inspectors upon request.

### **Supporting Policies**

Equal Opportunities, Disability Discrimination policy and Anti-bullying policy.

### **Previous Adaptations made to the school include;**

- A disabled shower room/toilet in Early Years;
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used;
- DDA compliant reception hatch installed in foyer;
- Hand rail fitted in reception toilet.
- Access ramp added to front pedestrian gate (Summer 2017).

## Improving Access to the Curriculum

Objective	Strategy	Outcome	Timescale	Success Criteria
Improving Access to the Curriculum				
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	Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience	Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with SEN to access more of the curriculum	Ongoing subject to funding	Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities
Investigate adaptation of class rooms for hearing difficulties.	Training staff and pupils (sign language), FM transition systems. Hearing loops and visual warning alarms.	Staff and pupils learn to communicate effectively and pupil with hearing difficulty becomes more independent.	Ongoing subject to pupil continuing on roll and funding available.	More effective learning for pupils with hearing difficulties.
Greater awareness of and confidence in dealing with pupils with SEN amongst teachers and LSA's	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	Ongoing	Better access to the curriculum for children on the SEN register
Autism. Staff to be aware of routines. Display a visual timetable and refer to it throughout the day.	Provide laminated timetables.	Children feel more secure when aware of daily routine and practices.	Ongoing	Better behaviour and access to the curriculum.