



Nantwich Primary Academy and Nursery

Accessibility Plan 2024 – 2025

At Nantwich Primary Academy we are aware that we have a general duty under the Equality Act 2010 to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

With this in mind this Accessibility Plan has been drawn up and covers the period from Sept 24 – Sept 25 and will advise other school planning documents. The accessibility plan will be reported on annually in respect of progress and outcomes and provides a projected plan for the next three years when it will be reviewed.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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 Accessibility Plan aims to improve the accessibility of provision for all pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Potential Accessibility Issue	Current Position	Responsibility	Success Criteria
Ensure equal access to the curriculum for all pupils	<p>All teachers provide differentiated planning to meet the needs of all pupils in their classrooms for all areas of the curriculum including extracurricular clubs, outdoor learning and visits.</p> <p>Analysis of pupil attainment data is undertaken on a half termly basis to ensure progress of all pupil groups being made. Action taken to address where progress is not on track.</p> <p>All Curriculum Leads ensure policy covers equal access.</p>	SLT/ Teachers/ SENCO	All groups make at least expected levels of progress and attainment gaps are narrowed between identified groups
Meeting the needs of pupils and staff with identified special educational needs and/or disabilities	<p>School Development Plan in place and reviewed regularly throughout the academic year.</p> <p>SENCO and Learning Mentor in school to ensure appropriate support is provided to all pupils.</p> <p>Staff receive regular CPD to support them in meeting the needs of all pupils. Staff are regularly consulted to ensure their own personal needs are addressed in an appropriate manner.</p> <p>Each class has a dedicated TA to support the needs of pupils – either with 1:1 work or group interventions. Classrooms are planned in accordance with pupil need.</p>	SLT/ Teachers/ SENCO/ Learning Mentor and Support Staff	<p>School Development Plans evidenced as monitored and updated regularly.</p> <p>Teachers and Support staff aware of strategies to improve pupils access to the curriculum and evidence removal of barriers to success.</p> <p>Regular CPD evidenced for all key staff.</p> <p>Appropriate resources are available in school to support access to the curriculum for all pupils.</p>

	<p>Use of school facilities outside the designated classroom to support pupils with special educational needs/disabilities – i.e. separate intervention areas.</p> <p>Provision of resources to support pupils with access to the curriculum – e.g. delivery of written information, visual aids/ audio/ hearing equipment where appropriate.</p> <p>Support is provided for visits outside the classroom/ administration of medicines/ medical procedures. Risk assessments for individual children and staff are undertaken if required.</p> <p>Access to digital technology made available to all pupils/staff with disabilities/ Special Educational Needs.</p>		
Pupils with English as a second language	<p>All staff receive CPD to support children with EAL into school.</p> <p>Teachers and Support Staff provide differentiated support as appropriate to pupils.</p> <p>Translation support is provided to parents as necessary to ensure effective communication.</p>	Teachers/ Support Staff/ Office staff	<p>EAL group make at least expected levels of progress.</p> <p>All staff demonstrate high levels of confidence in dealing with needs of EAL pupils.</p>
Building Design	External access to premises for all pupils/ parents and visitors is provided via a number of locations around school that are suitable for all including those with special	Site Manager/ SLT/ SENCO	<p>All stakeholders feel their needs are met.</p> <p>The school demonstrates</p>

	<p>educational needs/ disabilities.</p> <p>Disabled toilet is provided within school and available at all times.</p> <p>Access to staffroom and other staff areas available to all including those with disabilities.</p> <p>Display Screen Equipment Risk Assessments completed for all relevant staff on a regular basis to ensure support as necessary is available to ensure workplace health and safety needs are met.</p>		<p>awareness of the access needs of all pupils/staff/visitors.</p>
<p>Fire Evacuation Procedures</p>	<p>Fire Evacuation Plan is in place and is tested on a minimum termly basis.</p> <p>Documented evacuation plan is displayed in numerous key school locations together with individual responsibilities to complete sweeps to ensure all pupils/ staff and visitors with or without special needs and disabilities are evacuated successfully.</p> <p>Individual PEEP plans produced for individual children and staff with specific support needs in the event of an evacuation. These are reviewed annually and as required when new pupils /staff join the school.</p> <p>Individual members of staff to be nominated to marshal children with identified needs in</p>	<p>Site Manager/ SLT/ SENCO/ Teachers/ Fire Marshalls/ Support Staff</p>	<p>Fire evacuation process to be audited annually by Trust Health and Safety representative.</p> <p>Fire evacuation test reports to demonstrate free access to all achieved in satisfactory timescales.</p>

	<p>the event of an evacuation.</p> <p>Visitors to school are asked whether they have any specific needs to support them in the event of an evacuation during their visit.</p> <p>Egress routes to be checked daily and action taken to ensure free access for all pupils and staff are in place.</p>		
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This contents of this Accessibility Plan ensures consideration is made for:

- Access to the curriculum
- Access to the Physical Environment
- Access to Information

In the short, medium and long term.

Mrs S Spence

September 2024

Review: September 2025