

School Accessibility Plan

Introduction

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by the Department for Education and Skills (DfES) in July 2002, now known as the Department for Education (DfE).

Definition of Disability

Disability is defined in the Equality Act 2010 as:

“A person has a disability 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 carry out normal day to day activities.”

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Key Objective

To reduce and eliminate barriers which restrict students’ access to the curriculum and participation in the school community.

Principles

Nightingale Community Academy seeks to ensure that compliance is consistent with the school’s aims, the Equality & Diversity Policy, and the SEN Policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled students in admissions, exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

The school will:

- Recognise and value parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning

styles. This curriculum endorses the key principles in the National Curriculum 2015 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Education & related activities

The school will continue to seek and follow the advice of LA services, such as Special Education and Disability Needs (SEND) teachers/advisors, and other appropriate health professionals and consultants.

Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial planning and control

The Executive Head and the Senior Leadership Team, together with OHC&AT Finance staff and members of the Local Governing Body, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the key objectives of the Accessibility Plan is met (Appendix A).

Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy is held in the school office alongside the Health & Safety (H&S) documentation;
- A copy is posted on the school website;
- A copy can be emailed or posted on request.

Related Policies and Procedures

School Development Plan
Child Protection Safeguarding Policy and Procedure
SEN Policy
Equality & Diversity Policy
Curriculum Policies

Appendix A: Accessibility Targets

		Objective	Strategies	Outcome
Short Term	1	Ensure compliance with the school's aims, the Equality & Diversity Policy, and the operation of the school's SEND.	Staff and Local Governing Body informed of requirements and obligations regarding the Accessibility Plan.	Staff and Local Governing Body aware of requirements. SEN Policies, Equality & Diversity plan published.
Progress				
E&D, SEN policies and Accessibility plan tabled with governors. E&D, Accessibility plan and Pupil premium plan published on website. SEND information report updated to reflect access and inclusion and published on website.				

		Objective	Strategies	Outcome
Short Term	2	Liaise with mainstream and special schools to engage staff and learners with inclusive practise.	Engage with mainstream and specialist school heads/leads across all key stages including vocational.	Increase range of opportunities for learners here to access work with mainstream and specialist provisions (staff and learners). Other schools and provisions to access our vocational resources at NCA.
Progress				
Widening of the path down to the farm, increased paved surface area. Animal housing refurbished allowing for external viewing for those in wheelchair/ mobility difficulties. Supporting Behaviour in Classroom training for LA Senior Leaders (Heads, Deputy Heads and Middle leadership) at Burntwood Professional Development Centre. Classroom Management and Behaviour training CPD Oak Lodge (hearing impaired), OHCAT accessing vocational at NCA (automotive, catering & hospitality, hair & beauty, farm, construction). Farm improvements have allowed for an increase of external schools visiting. Academy schools in the trust as well as local schools such as Albermale supported with joint work on SIMS, St Margret's School Leadership support on interventions with SEN learners,				

4 Reintegration consultations for learners completed with Mainstream primary and secondary schools leading to 2 dual registration offers for NCA learners

		Objective	Strategies	Outcome
Short Term	3	Availability of written material in alternative formats for both students and parents upon request.	The school makes itself aware of the services available through its LA for converting written information into alternative formats	If needed the school can provide written information in alternative formats

Progress

Accessibility Assessment for year 10 & 11 enabling supports to be set up and provided to access exams. Scribe and reader training for staff members supporting learners.
Translator services organised for parents requiring additional support for EAL learners internally sourced or through LA (French, Arabic, Portugese) as well as assessment materials available in additional languages for therapeutic services.

		Objective	Strategies	Outcome
Medium Term	4	Training for teachers on differentiating the curriculum.	Designated staff to deliver training sessions to staff. Deployed milestone curriculum and assessment.	Teachers are able to fully meet the requirements of students' needs in accessing the curriculum

Progress

Quigley Essentials Curriculum and Milestone assessment training and CPD for staff Primary & Secondary
Philosophy for Children P4C
Coaching for Primary Phase Leader on curriculum and assessment development
Internally provided CPD (NCA way, Precise Inclusion)
Teacher Evaluation Schedule (TES) Teacher accountability measurement system linked to performance management
SNAP, CAT and PASS data to identify learners needs
Individual inclusion planning

		Objective	Strategies	Outcome
Medium Term	5	Improve access to curriculum by use of assistive technology.	To consult with external specialist on assistive technology.	Increase students' independence in accessing the curriculum and ICT
Progress				
Reading Intervention software and materials to support dyslexia and learners having challenges with phonics, decoding and site reading. IT supported technologies (integrated touch screen monitors & iPad for literacy in primary). Updated computer hardware in secondary classrooms. Developed and funded a plan to replace all computer cabling across school to ensure safe network access.				

		Objective	Strategies	Outcome
Long Term	6	To continue to develop new and improved resources that increase students' access to learning.	To further develop our links with the OHC&AT Digital Learning team and to continue to research new technologies in support of our curriculum.	To see improved use of technology to support lessons across all curriculum areas.
Progress				
Bought into SLA				

		Objective	Strategies	Outcome
Long Term	7	To improve accessibility to Nightingale Community Academy for all students, staff, parents/carers and other stakeholders.	To continue to research funding opportunities for improvements.	To further enable access to a range of learners at Nightingale Community Academy and improving the school to be more appropriate to the needs of our students.
Progress				
Full survey of entrance and car park to provide feasibility plan for exit gate improving safety at beginning and end of school day for learners being transported to school. Successfully completed SIFF bid to refurbish all school toilets so that we have disabled access. Started electrical engineering updates to improve lighting across secondary building.				