

**Nether Stowe School**  
**Accessibility Plan 2021/22-2023/24**

<b>Success Criteria</b>				
<ol style="list-style-type: none"> <li>1. Improved access to the external physical environment of Nether Stowe, adding specialist facilities as necessary. Improvements to the internal physical environment of Nether Stowe and use of physical aids to access education.</li> <li>2. Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all students with additional needs are as equally prepared for life as able-bodied students. This covers teaching and learning and access to and inclusion within the wider curriculum of Nether Stowe 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 students with access.</li> <li>3. Improved delivery of written information to students, staff, parents and visitors. For example, use of visuals, dual language, simplified handouts, adapted timetables, textbooks and information about Nether Stowe.</li> <li>4. Nether Stowe meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).</li> </ol>				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Resources &amp; Costs</b>	<b>Timeframe</b>	<b>Monitoring/Evaluation</b>
<b>1. Improved access to the physical environment of the Nether Stowe School, adding specialist facilities as necessary, and physical aids to access education.</b>				
Add signage to staircases to indicate one way system to ensure it is clear for all to navigate around the building safely. Add signage outside to indicate pupil entrance in to building after break / lunch	Site team A Birch	Materials for signage	Half termly	Termly
Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through	HR Headteacher	time	Ongoing	Review Termly

	appropriate channels.				
	Ensure that there is an increased number of Evac chairs positioned around the Academy (near the stairs) to support fire evacuation of disabled students ( <i>or those temporarily incapacitated</i> ). A team of staff is trained for EVAC procedures and for emergencies that require reasonable adjustments. ( <i>List of names to be made public</i> )	Office Manager (A Coughlin)	time	Training revisited annually	Review trained staff and Evac chair capacity at the start of each academic year and ensure training is updated as required.
	Classrooms and common areas in school such as toilets, dining area and hall, are organised to promote the participation and independence of all students and consideration is given to acoustics annually, space, ventilation, lighting, temperature and gender.	SLT	training access audit costs	Reviewed at start of academic year	Review via SLT LM
	Improve lift key accessibility and appropriate staff training (TAs / Pastoral Team) – new keys to be stationed in reception	Office Manager	Training and Key provision	Yearly	Reviewed annually

2.	<b>Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.</b>				
	Whole school training is planned in advance to support the primary needs of students with SEND. (e.g. Hearing Impairment) Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training: whole school and departmental.	SENDCo / Assistant SENDCo	Training  Costs for materials or external presenters	Annual SEND training	Annually and reviewed mid-year
	Quality assurance and assessment cycles prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike. This may include the use of diagnostic assessments, or external professional advice.	SENDCo / Assistant SENDCo  T&L Lead	time costs	ongoing	Internal quality assurance processes and timescales
	Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural systems, time out cards, early lunch or exit passes, alternative changing	SENDCo / Assistant SENDCo  Pastoral Team]	resources costs	ongoing	Monitoring and evaluation via LM

	rooms for PE. Similarly, staff with asthma may be excused of some duties, in weather likely to exacerbate their condition.	Exam Sec			
	Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND.	Headteacher	Staffing time equipment costs	Termly	Internal quality assurance and evaluation of extra-curricular provision
	Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	HoDs HoF  SLT LM	costs staffing	Termly	SLT LM
	Preparation for formal access arrangements for examinations: reasonable adjustments are implemented as part of classroom practice for all testing.	SENDCo / Assistant SENDCo  Exam Sec	Staffing resources costs	Termly	SLT LM of SEND and Exams
<b>3.</b>	<b>Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example handouts, timetables, textbooks and information about the school and school events.</b>				
	Incorporation of appropriate colour schemes to benefit in particular students with SpLD/visual impairment and sensory needs.	SENDCo / Assistant SENDCo	Time	Termly	SLT LM
	Research the services available through	SENDCo /	As determined	As required	Review against cohort and individual needs at

	the LAfor translation services and for converting written information into alternative formats.	Assistant SENDCo	by the service accessed	and dependent on need	the start of the year and at appropriate points
	Academy website to include google translate function for different languages.	IT	N/A	Yearly	Review in line with website updates
<b>4.</b>	<b>Nether Stowe meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).</b>				
	SEND audits are conducted and information is updated, which includes student, parent/ carer and governor voice.	SENDCo / Assistant SENDCo	Time	Annually	Annual or at appropriate time for review
	There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a Pupil Passport or care plan stating what reasonable adjustments are needed. Teams folder show the current strategies being adopted by the class teacher and TA.	SENDCo / Assistant SENDCo	Time Training	Termly	Termly review via SLT LM

	Keep SEND register and passport information up to date to identify students with SEND for staff to access.	SENDCo / Assistant SENDCo	Time	Ongoing	Ongoing review and utilisation of external review
	Ensure specific school/academy needs are reflected in Trust wide policies: <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Medical Conditions Policy</li> <li>• Teaching and Learning Policy</li> </ul>	SENDCo DSL	Time	Annual	Annually
	Review existing opportunities for students, staff and parents to participate in Nether Stowe management and governance (for example Academy Councils) & consider how all people may be encouraged to participate.	Headteacher LGB	Time	Annually	Annually and in line with LGB review
	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	DSL DDSLs	Time	Every Half-Term	External review via ATLP and half-termly review in-school.
	Improve recruitment process to ensure applicants with SEND are aware of required duties and reasonable adjustments can be planned in advance if needed.	HR	Include key questions into interview process	As applicable	Review after recruitment process
	Identifying and displaying positive images of people with SEND in Nether Stowe	SENDCo / Assistant SENDCo	Time Display resources	Termly	Termly review