Nether Stowe School - Accessibility Plan 2025/2026

Success Criteria

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.
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.
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.
4. Nether Stowe meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

	Tasks/Actions	Persons Responsible	Resources & Costs	Timeframe	Monitoring/Evaluation
1.	**Improved access to the physical environment of the Nether Stowe School, adding specialist facilities as necessary, and physical aids to access education.**				
	Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels	HR Headteacher	time	Ongoing	Review Termly

	Ensure that there is an appropriate number of 'Evac' chairs positioned around the Academy (near the stairs) to support fire evacuation of disabled students (*or those temporarily incapacitated*). A team of staff is trained in EVAC procedures and for emergencies that require reasonable adjustments.	Site manager Mr S Bembridge	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 areas and the hall are organised to promote the participation and independence of all students. Consideration is given to acoustics, space, ventilation, lighting, temperature, and gender (where possible)	SLT Mr S Bembridge Mrs L Findlay	training access audit costs	Reviewed at start of academic year	Review via SLT LM

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 treated equally**				
	Whole school training is planned to support the primary needs of students with SEND. E.g. ADHD Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training: whole school and departmental	Mr S Bembridge Mrs S Tukasi Mr S Bembridge	Training Costs for materials or external presenters Use of provision map for student support plans	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.	Mr S Bembridge Mrs L Findlay Mrs L Norman Mrs S Tukasi	time costs	ongoing	Internal quality assurance processes and timescales
	Take steps to personalise needs such as the use of specialist equipment, individual behavioral systems, time out cards, early lunch or exit passes, access	Mr S Bembridge Mrs L Findlay	resources costs	ongoing	Monitoring and evaluation via LM

	to LSU and alternative changing spaces.Similarly, staff with health conditions may have their duties adjusted to avoid exacerbating their condition				

	Ensure that extra-curricular clubs and societies are accessible for all students with SEND with reasonable adjustments made to support engagement.	Ms K Jones	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 (such as entries to entry level qualifications such as functional skills and ASDAN)	All HOD 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 who require it.	Mr S Bembridge Mrs L Findlay	Staffing resources costs	Termly	SLT LM of SEND and Exams

3.	**Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example, handouts, timetables, textbooks and information about school and school events.**				
	Use of coloured overlays as needed, benefit students with SpLD/visual impairment or sensory needs	Mr S Bembridge Mrs L Findlay	Time	Termly	SLT LM
	Research the services available through the local authority for translation services and for converting written information into alternative formats	Mr S Bembridge Mrs L Findlay	As determined by the service accessed	As required and dependent on need	Review against the cohort and individual needs at 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
4.	**Nether Stowe meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).**				
	SEND audits are conducted to check that students with SEND needs are being met. These will include student, parent/carer and advocate views.	Mr S Bembridge Mrs L Findlay Mrs S Tukasi	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 an individualised provision map or care plan stating what reasonable adjustments are needed. This includes, where appropriate, for the student to be allocated a key worker who can meet with the student and communicate home, as required.	Mr S Bembridge Mrs L Findlay	Time Training	Termly	Termly review via SLT LM

	student provision maps are regularly reviewed, created in collaboration with students and parents and shared with all stake holders to identify and support students with SEND	Mr S Bembridge Mrs L Findlay	Time	Ongoing	Ongoing review and utilization of external review
	Ensure specific school/academy needs are reflected in ATLP wide policies: • SEND Policy • Medical Conditions Policy • Teaching and Learning Policy	Mr S Bembridge Mrs S Beech	Time	Annual	Annually
	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result, using SEN key workers where appropriate	Mrs S Jones All DDSLs	Time	Every Half-Term	External review via ATLP and half-termly review in-school.
	The recruitment process for staff at Nether Stowe ensures that applicants with SEND are aware of required duties and reasonable adjustments can be planned if needed.	HR	Include key questions into interview process	As applicable	Review after recruitment process
	Identifying opportunities to and display positive comments and images of people with SEND in Nether Stowe	All	Time Display resources	Termly	Termly review