Sir John Nelthorpe School

Accessibility Plan & Disability Equality Scheme

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Contents

1. Introduction

2. Aims

3. Legislation and guidance

4. Action Plan

5. Monitoring & Review:

6. Relationship with other school policies:

1. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002.

Definition of Disability Disability is defined by the Disability Discrimination Act 1995: "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."

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Sir John Nelthorpe School provides its students with the skills and support to allow them to realise their full potential and flourish in the local community and in wider society. We are a school that values and develops its staff so that they possess the skills and confidence to support all students.

Our mission

- inspire all to achieve their potential in a climate of high moral standards and shared social values
- develop the individual by building on their positive qualities
- provide opportunities which broaden horizons
- provide the highest quality education and training
- promote a safe, disciplined, caring environment where individuals are known and valued
- develop healthy, responsible citizens with resilience, a love of learning and a zest for life
- widen horizons and aspirations via a diverse extended curriculum
- focus relentlessly on becoming the very best we can be for the benefit of all

Our motto – *our values*

Our motto is ‘fortis et fidelis’, meaning ‘strong and faithful’.

We believe that by committing to these two values in all we do, we can ensure our mission statements will be successful and thus we will achieve our vision.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school].

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Action Plan

This section outlines the main activities which Sir John Nelthorpe undertakes, and is planning to undertake, to achieve the key objectives (above).

- Increasing the extent to which disabled students can participate in the school curriculum. We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.
- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

Accessibility & Disability Equality Scheme

Targets	Strategies	Outcome	Timeframe	Monitoring & Evaluation
Increasing the extent to which disabled students can participate in the school curriculum	Regular review of curriculum to ensure full accessibility	Removal of barriers to learning and participation.	Annually	Head and SLT - annually
	High expectations of all pupils.	Higher achievement by all.	On going	All staff as part of QA, and appraisal.
	Introduction of specialist courses for targeted pupils (where appropriate). Year 7 on entry	Fewer disaffected and underachieving pupils.	Ongoing	As part of pathway programme, consider needs of the year group - SLT level
	Individualised timetables in Years 10 and 11	Pupils achieve target grades/levels.	Ongoing	
	Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)	Classrooms optimally organised for disabled pupils. Class seating plans in all subjects	Ongoing	SLT, HOF, all staff.
	Personalised Learning & Assessment for Learning	Pupils working at their own level and	Ongoing	

Targets	Strategies	Outcome	Timeframe	Monitoring & Evaluation
		achieving their targets grades/levels		
	Range of Learning and Teaching strategies facilitated by high-quality ICT		Ongoing	
	Deployment of auxiliary aids and personnel (SEN department)	Placement is appropriate	Appropriate time	SENCO & SENDO'S
	Information and training for staff (SEN department + outside agencies)	Teachers and TAs have the necessary training to teach and support current disabled pupils.	Ongoing	SENCO & SENDO'S
	Core department TAs appointed, with specialist training. Training updated and provided on a needs basis. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health	Additional support for disabled pupils.	Ongoing	SENCO, SENDO's in discussion with HOF.

Targets	Strategies	Outcome	Timeframe	Monitoring & Evaluation
	professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools'			
Training for teachers on the needs of dyslexic pupils to access the curriculum.	As the number of dyslexic students remains steady throughout all year groups, advice from SENCO and SEND Leading Teachers is sought to provide all teachers with information as to how pupils can access the curriculum and how work can be differentiated/adapted.	Teachers are more able to meet the requirements of dyslexic pupils.	Ongoing	SENCO, SENDO's & HOF
Training for teachers on the needs of neurodiverse pupils to enable them to access the curriculum.	As the number of neurodiverse pupils increase throughout all year groups, advice from SENCO, SENDO's, ASET and SEND Leading Teachers is sought to provide all teachers with information as to how pupils can access the curriculum and how work can be differentiated, adapted and sensory breaks implemented	Teachers are more able to meet the requirements of neurodiverse pupils.	Ongoing	SENCO, SENDO's & Specialist team from LA.

Targets	Strategies	Outcome	Timeframe	Monitoring & Evaluation
Provision of information and availability of written materials in alternative formats.	The school is more aware of the services available for converting written information into alternative formats. Modified examination papers Resource material is modified Information for visitors with disabilities in writing on arrival	If required the school may be able to provide written information in alternative formats. Use of other services, staff follow advice to ensure pupils receive modified materials. Clear information including disabled parking availability, accessible WC provisions, etc.	Ongoing Each year as required Ongoing Ongoing	Exams officer, SENCO & SENDO's SENCO & SENDO's with support from TA's. Receptionists/admin staff.
Close liaison with a variety of outside agencies to ensure the school is fully compliant with current local and national inclusive procedures and practices.	Training facilitated for Teachers and Teaching Assistants through Twilight Sessions and Inset days.	Students with physical disabilities are effectively supported.	Ongoing	
Improving the school site for pupils and staff with disabilities	Annual H&S site tours conducted with LA H&S representatives which include accessibility review and recommendations	Path between sites needs improvement All projects consider and ensure in line with DDA regulations	ongoing	Business manager, SLT, LA, SEND governor & SENDCO

Targets	Strategies	Outcome	Timeframe	Monitoring & Evaluation
Audit of school site for accessibility.	All capital projects and site decoration is completed in line with DDA regulations All car parks have disabled spaces available Accessible toilet facilities are available on both sites Steps and raised kerb edges are painted to ensure in line with DDA regulations Site & curriculum designed to ensure that any accessibility needs are met and pupils have to access all areas of curriculum from ground floor teaching spaces..		Ongoing	

5. Monitoring & Review:
The SENCO, Head, SEN Governor and Premises Supervisor/Health and Safety Officer will review the scheme annually or earlier in case of Local Authority review.

6. Relationship with other school policies:
Equality & Diversity Policy;

SEND Policy;
Supporting Students with Medical Needs Policy