



Northfield Manor Primary Academy

Accessibility Plan

Date of last review:	September 2024	Review period:	Annually
Date of next review:	September 2027	Type of Policy:	School
Approval by:	Academy Council	Signed:	<i>Emma Tunley</i>

Introduction

This document makes reference to the Disability Discrimination Act 1995 and the SEND Code of Practice 2014. Since September 2002, the Academy Council has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy Council of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which pupils with a disability can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- Improving the delivery of information and learning to pupils with additional needs.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Northfield Manor Primary Academy has a positive and inclusive approach to meeting the needs of all of our pupils, including those with special educational needs and disabilities. Staff at NMPA collaborate to identify the key values which underpin our work with all of the pupils in our school:

Our five core values, along with how we believe people should behave to achieve them are:



Our values helps us ensure that the behaviours across the family of schools are consistent and of the highest standard. We expect all our staff, parents and pupils to live and breathe our values at all times.

At NMPA every teacher is responsible for teaching all of the children in their class; including those with any special educational needs and disabilities. It is our vision that all children are provided with high quality learning experiences that prepare them for life beyond school, enabling them to make a positive contribution to the world in which we live. We believe children learn best when lessons are fun, practical and challenging.

At NMPA we recognise that all children are unique and we aim to cater for, and celebrate, this diversity. We believe all children, including those with disabilities, have the right to be part of our school community, to develop secure relationships, to feel a sense of belonging and to enjoy and achieve. We firmly believe that all children have the right to be educated within their local community. We intend to provide an environment where the needs of individual learners are met promptly, and where staff feel well-equipped to meet these diverse range of needs.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and Academy Counsellors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils. Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and have positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community, know their boundaries, and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

The school has set the following priorities for the development of the vision and values that inform the plan:

- To revisit and update our values and vision annually.
- To provide appropriate induction and training for all new staff.
- To ensure all new pupils undergo a proper induction and assessment of need so provision can be assessed and implemented as soon as possible.
- To ensure that staff have received the appropriate training to support pupils' individual needs.

Key Priorities which have been identified for September 2024-July 2027 are:

- **To develop a curriculum that is highly attuned to the needs of our children and further develop representation across the curriculum.**
- **To continue to be flexible in SEND/EAL/ Pupil Premium provision to promote the best outcomes for all children**
- **To further develop links with parents/carers and the local community**

These are subject to change and develop as necessary.

Access to the school's plan

We intend to make the school's plan easily understood, and readily available. We have tried to keep jargon and acronyms to a minimum. The plan will be made available on the school website and from the school office. On request we will also endeavour to provide the plan in a variety of formats e.g audio, extra-large print, on different coloured paper.

Accessibility Plan

Outcomes for children	Accessibility code	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To develop a curriculum that is highly attuned to the needs of our children and further develop representation across the curriculum	Curriculum	Further develop our enrichment opportunities	Enrichment lead	Leadership Time Attendance at appropriate VAT networks Support from DHT Oracy opportunities Support from VAT curriculum leader	Pupil Conversations/reflections on learning Pupils demonstrating acquisition of a range of skills Children's work/photos – their learning journey Feedback from pupil and parent questionnaires. Year Group and weekly plans Children feel they are being listened to. Pupil Voice questionnaires/	September 2024- July 2027 fully embedded
		Provide opportunities for child led learning	Class Teachers Challenge Curriculum subject leader	Learning Challenges INSET Support from VAT Networking		
		Develop pupil voice through effective oracy pedagogy	Head Teacher Class teachers Tas/ HLTAs Learning Mentor	PDMS/ INSET Voice 21 exchange		
		Develop a mastery approach to reading, writing and	English subject leader Maths Subject leader	INSET Plan scans – feedback Book Looks – feedback		
To continue to be flexible in SEND/EAL/ Pupil Premium provision to promote the best outcomes for all children.	Environment	Use the intervention spaces appropriately to improve pupil outcomes.	SENDCo and class teachers	Staffing and SEND notional budget, pupil premium and FSM funding	NMPA providing outstanding provision for Reception children – excellent learning resources Children with SEND/EAL and PP make good or excellent progress from their relative starting points.	September 2024 July 2027
		Use Forest School	Forest School Teacher/ TA	Accessing additional funding via grants if available		

To further develop links with parents/carers and the local community	Information	Maintenance and improvement of website	Website manager Head Teacher	Budget	Positive feedback of website	September 2024 July 2027
		Further develop the use of Twitter to share information about the school	All staff	ICT accessibility Guidelines	Twitter reaching a wider audience – used to share good practice and celebrate our school Community involvement increased and feedback positive	
		Learning Challenges – reaching out to the local community and beyond	Class Teachers Topic subject leader	Topic Planning Support from VAT Networking Leadership time PPA time	Class Dojo being used to increase parental and pupil engagement in children’s learning and school life, having a positive impact upon standards	
		Use of Class Dojo	Class Teachers/TAs	Time Parental engagement opportunities e.g. Inspire workshops/parents/carers evenings	Software accessed by all parents and giving them a clear understanding of how their children is learning	
		Maintain use of software to record Reception Learning Journey and to support assessment of learning	Foundation Stage Leader	Budget Time Training for all Reception staff		
		Parent Inspire Workshops Coffee mornings	Class Teachers/Senior Leaders	Use of ICT/ resources based on the subject area to share with parents/carers.	Workshop evaluations. Monitoring parental engagement.	