



NOVA
PRIMARY ACADEMY

Building Character, Inspiring Ambition, Achieving Excellence

ACCESSIBILITY POLICY AND PLAN



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1. Introduction

- 1.1. The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
 - a) he or she has a physical or mental impairment (more than a year), and
 - b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.2. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 1.3. The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 1.4. Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.
- 1.5. Nova Primary Academy’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

2. Aims and Objectives

- 2.1. Our Aims are to:
 - i. increase access to the curriculum for pupils with a disability.
 - ii. improve and maintain access to the physical environment and take advantage of education associated services.
 - iii. improve the delivery of written information to pupils.
- 2.2. The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
 - a) SEND Information Report
 - b) Trust SEND Policy
 - c) Local Offer

- d) Safeguarding Policy
 - e) Health & Safety Policy
 - f) Staff related policies
- 2.3. This plan will also be used to advise and inform future planning documents and policies.

3. Physical Environment

- 3.1. The school has:
- a) A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
 - b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
 - c) Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
 - d) There are rails where there are steps and slopes to access all aspects of the school grounds.
 - e) The building is all on one level / or there is access to a lift / or other such as downstairs rooming as an accommodation.
 - f) There is one accessible toilet located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
 - g) Accessible toilets have handrails, an emergency pull cord and easy use taps.
 - h) There is one ceiling hoist in the disabled toilet and one mobile hoist and a changing table.
 - i) Classrooms have fire exits which can be used for all pupils.
 - j) Classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

4. Curriculum

- 4.1. With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- 4.2. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.



- 4.3. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

5. Information

- 5.1. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

6. Current Activities

- 6.1. Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- 6.2. Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 6.3. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- 6.4. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- 6.5. School use outside agencies, including Health Professionals and Educational Psychology Services.
- 6.6. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 6.7. Schools have systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- 6.8. School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- 6.9. Access to alternation provision.
- 6.10. The school also works closely with specialist services including:
 - a) STePS (Specialist Teachers and Educational Psychology Services)
 - b) ASD Specialist & Advisory Teacher
 - c) Educational Psychology Service
 - d) Sensory support for children with visual or hearing needs

- e) Parent Partnership Service
- f) SALT (Speech and Language Therapy)
- g) The Virtual school (for CiC/CPic)
- h) Family Intervention Worker to support families

7. Health Provision delivered in school

- a) Additional Speech and Language Therapy input to provide a higher level of service to the school
 - b) School Nurse
 - c) Occupational Therapy
 - d) Physiotherapy
 - e) Community Paediatrician
 - f) CAMHs (Child and Adult Mental Health)
 - g) Dietician
 - h) Health visitors
- 7.2. The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:
- i. Deaf Awareness
 - ii. Physical disability
 - iii. Visual impairment
 - iv. Specific medical conditions including asthma, eczema, diabetes, Maple Syrup Urine Disease
 - v. Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - vi. Autism
 - vii. Speech, language and communication needs
 - viii. Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- 7.3. Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.



8. Review and Implementation

8.1. The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

9. Version History

9.1. Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jude MACDONALD	06/06/2023
1.1	Policy amended to School	Vicky Wells	2/10/2023
1.3	Policy reviewed and RAG rated	Vicky Wells	3/9/2024
1.4	Policy reviewed and RAG rated	Vicky Wells Fiona McCallum	10/7/2025

10. Appendix 1: Plan

10.1. This plan is designed to improve accessibility using three areas of focus:

- i. Quality of Education (access to the curriculum)
- ii. Improving access to the physical environment
- iii. Improving the availability of accessible information for disabled students.

It should be read in conjunction with the Trust Accessibility Plan, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Any change in curriculum scheme to be examined to ensure accessibility.	Curriculum schemes (RWI, United Learning, EYFS, Atom provision) to be monitored by Curriculum lead in liaison with the SENDCOs.	Trust Dir. Of SEND and School Improvement lead SENDCOs EYFS lead Curriculum lead	On-going monitoring Working group led by Trust Dir. Of SEND and School Improvement lead in liaison with Hubs

		Subject co-ordinators Class teachers SLT	Lead from the LA to develop an appropriate 0-12 months curriculum for complex needs children coming into EYFS. (July 2025 and Sept 2025).
Ensure language-rich environment for increasing number of deaf and/or minimally speaking children across the lower school.	Staff refresher training on Intensive Interaction. EYFS baselines to lead to referrals to SENDCOs for APDR pathway where appropriate. Clear pathway through the SENDCOs for Speech and Language interventions and referrals where necessary. Daily story-time for all students through the daily reading pledge. Alternative ways of communicating, for example PECs and Communication in Print tried and evaluated with children.	SENDCOs Class teachers TAs	On-going
Continue to develop and embed the use of SEND systems and processes at all levels of the school.	Provision map tool. Trust SEND policy. School template for SEND Information Report. Embed Trust codes and ensure MIS are updated and census returns are accurate. Monitoring of APDR. Collaborative Trust work on a single graduated approach to ensure high-quality transition between PKAT schools.	SENDCOs SLT Class teachers TAs	On-going Termly APDR reviews
Roll out an effective assessment system for children with complex SEND needs to track small steps in progress from a baseline.	Trust-wide roll out of B-Squared assessment system. Identification of children who are working at levels requiring access to this assessment suite. Staff training on the accurate use of B-Squared systems. Support from Trust Dir. Of SEND and School Improvement Lead on setting the baseline for the new assessment system. Monitoring of the usage of the assessments to ensure consistency.	SENDCOs SLT Class teachers Trust Dir. Of SEND and School Improvement lead	Oct 2025
Staff training on effective use of TA/ extra adults to support learning through effective scaffolding.	(HL)TA Trust Conference to focus on training on effective Scaffolding to support learning. Use of the EEF document to inform and support decisions for interventions and staffing models across the school. Strategic deployment of support staff/intervention staff. CPD program for TAs and teachers to be reviewed and delivery of CPD to be aligned to the specific SEND needs of the school as well as linked to school priorities. TA training to continue to be delivered by the SENDCOs in weekly TA meetings. Use of the	SENDCOs with support from Trust Director of SEND.	Nov 2025 and on-going.

	EEF document to inform and support the use of effective CPD for staff.		
Ensure a robust induction and training programme for new staff at any career stage.	All new staff will spend a dedicated block of time with the SENDCO(s) to complete a SEND induction session. Identify any training needs specific to their role and this will feed into the performance management cycle for any permanent members of staff.	SENDCOs Business Manager	Sept 2025
Use and embed Trust lessons-learned protocol for students who are physical with staff.	Staff to carry out de-brief with staff following incidents involving physical assault from pupils. Nova Behaviour Overview document to be created for high need pupils whose behaviour can be physical and shared with all staff. Incidents to continue to be logged onto the whole school Behaviour Log. Whole school provision map to include 'advices' (dos and don'ts) for SEND pupils and shared with all staff. Risk management plans to be developed alongside Anxiety Mapping when it is felt this is required for individual children. Requires staff training and embedding for new staff Sept 2025.	SENDCOs SLT Business Manager	September 2025
On-going reviews of staffing and curriculum offer to ensure students with complex needs access high-quality, appropriate learning opportunities.	Adaptations to the curriculum to meet the needs of individual learners. Risk assessments for trips and AP will be undertaken where appropriate Providers will comply with all legal requirements. Diabetes training for key staff. Intimate care policy completed by JHS Hub and shared across the Hub. Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. Atom High Needs provision established for Sept 2024 for complex needs SEND pupils. This has been reviewed and is to continue in September 2025 for identified children.	SENDCOs SLT Class teachers Trust Dir. of SEND.	September 2025 and on-going.
Monitor the on-going quality and impact of alternative curriculum opportunities for children with complex SEND needs.	Review intent, implementation, impact of the Atom Room and small group provisions. Monitor links made to provisions stated in APDRs and EHCPs. Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills. Atom High Needs provision established for Sept 2024 for complex needs SEND pupils. This has	SENDCOs SLT Class teachers Trust Dir. of SEND.	September 2025 and on-going

	been reviewed and is to continue in September 2025 for identified children.		
Clear identification of the type of curriculum provisions required for SEND children with an EHCP across the school and effective monitoring of quality assurance.	SENDCOs to use provision map alongside EHCPs to identify the appropriate curriculum offer for individual children and whether this is to be mainstream, scaffolded, modified or alternative. Individual curriculum access overviews to be created for all children with an EHCP and shared with teachers. Staff meeting with teachers to focus on embedding these with class teachers.	SENDCOs SLT Class teachers	By Jan 2026
Staff have increased awareness of the needs of students and different learning styles and how to provide appropriate support through accessibility features and use of assistive technologies.	Trials of the accessibility features on the ipads has been underway for individual deaf children in the summer term 2025. Feedback and roll out of how to use these effectively to support teaching and learning for deaf children. CPD program for TAs and teachers to be reviewed and delivery of CPD to be aligned to the specific SEND needs of the school. Ensure assistive technology (laptops, ipads, Roger Pens etc) are available where appropriate. Ipad training with TAs and teachers will be an integral part of the staff training days in September 2025.	SENDCOs Teacher of the Deaf SLT Class teachers Trust Dir. of SEND. Trust IT team SAPs team (PCC)	Sept 2025 and on-going
Ensure that SMART targets are set effectively and are appropriate for children with SEND, in line with their EHCPs.	Development of the APDR format for children with an EHCP to make it easier to see long-term targets alongside short term targets. Staff training delivered by the SENDCOs on SMART targets and how to set these effectively, as well as how to interact with and edit APDRs on Edukey. SENDCOs continue to monitor all APDRs and reviews, including the quality of targets set for children and to ensure these are SMART and appropriately matched to their EHCPs. Whole school Provision mapping to continue with input from all class teachers and TAs. Use of Edukey Provision Map tool for the APDR process with teachers and overseen by SENDCOs.	SENDCOs SLT Class teachers TAs	On-going Termly APDR reviews Termly QA monitoring of APDRs, provisions and targets by SENDCOs
Promote positive attitudes towards disabled pupils and adults.	Ensure representation of disabled characters in books and resources in schemes of work. Ensure images of disabled people are displayed around school. Ensure representation of disabled pupils in after school clubs. Review number of	All staff SENDCOs	On-going

	playtime / lunchtime incidents that are disability related		
Improve curriculum accessibility and accessibility of extracurricular activities	<p>Ensure effective auxiliary aids and services are in place for disabled pupils and staff.</p> <p>Ensure school grounds and play equipment is as accessible as possible to all pupils at playtimes.</p> <p>Ensure access to BSL signed support is available to deaf pupils who want to attend after school clubs.</p> <p>Make reasonable adjustments to ensure pupils with disabilities can go on trips, day visits and residential visits.</p>	SENDCOs All Staff	<p>Sept 2025 and on-going</p> <p>Additional hours pay for signing TAs to cover after school clubs as needed</p>

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Disabled access is improved. The environment is accessible and safe to all staff, pupils and visitors.	<p>Audit school grounds and building as part of accessibility walks to ensure safety and good access for all.</p> <p>Audits of the school physical environment and classroom setting completed with the VI team with the Nova Teacher of the Deaf and SENDCOs in July 2025, ahead of the admission of a new starter in EYFS with MSI needs to ensure their needs are met.</p> <p>EYFS classroom and new EYFS/KS1 Deaf Hub spaces will be planned as low stimulus sensory spaces to support those children with complex needs.</p>	SLT Business Manager SENDCOs H&S Lead Site team Trust Director of SEND.	<p>Accessibility walk Sept 2025.</p> <p>July 2025 in place for Sept 2025</p>
Appropriate toilet facilities within the EYFS setting to ensure suitable arrangements for a high number of children with complex needs requiring intimate care support.	<p>Current toilet facilities in EYFS and KS1 to be improved and/or adapted to meet the needs of the high needs cohort of SEND children coming into EYFS in September 2025.</p> <p>Trust Dir. Of SEND has been in close liaison with the LA and the Head of SEND to request funding and support to adapt our current spaces and facilities.</p> <p>Current disabled toilet facilities to remain in use for children with intimate care needs in KS1 and KS2 as needed. Pre-school also have access to this facility.</p>	SLT Business Manager SENDCOs H&S Lead Site team Trust Director of SEND. PCC	June – Sept 2025
Safe and clear access at all classroom entry and exit points	Ensure all emergency exits remain clear and individual PEEPs are up to date.	SENDCOs	Sept 2025

throughout the school.	Visual and audible alarm systems present in some areas of school.		
Necessary hoisting equipment is maintained to good working order and inspected under all legal requirements.	Loler Service Level agreement for all hoists will be resumed as needed for children requiring access. Hoists to be inspected/serviced at 6 monthly intervals when required and when the hoist is in use.	SENDCOs	6 monthly inspections (SLA) – when hoist in use.
To ensure the school environment is fully accessible to people/children with impaired vision and MSI needs.	Audits of the school physical environment and classroom setting completed with the VI team with the Nova Teacher of the Deaf and SENDCOs in July 2025, ahead of the admission of a new starter in EYFS with MSI needs to ensure their needs are met.	SENDCOs Teacher of the Deaf VI Advisory team (PCC) EYFS team H&S Lead Site manager	July 2025 in place for Sept 2025
Learning Spaces: Where a risk assessment has been undertaken, relating to a child with a disability, staff should implement the recommendations within their own teaching environment.	Regularly assess appropriateness of classroom fittings, fixtures and furniture. De-clutter and remove excessive items of furniture. Reduce visual wall ornaments, posters and displays. Individual risk assessments for SEND pupils in EYFS needed and adaptations to the environment required (e.g safe climbing areas).	H&S Lead Site manager SENDCOs EYFS team VI advisory team (PCC)	Sept 2025 and on-going Accessibility walk Sept 2025.
To ensure the visual environment of the school is not causing over-stimulation in pupils with sensory processing difficulties.	Audit classrooms and learning spaces as part of accessibility walks to ensure windows and lights avoid glare in classrooms. EYFS classroom and new EYFS/KS1 Deaf Hub spaces will be planned as low stimulus sensory spaces to support those children with complex needs. Audits of the school physical environment and classroom setting completed with the VI team with the Nova Teacher of the Deaf and SENDCOs in July 2025, ahead of the admission of a new starter in EYFS with MSI needs to ensure their needs are met.	SENDCOs SLT Teacher of the Deaf H&S Lead Site manager EYFS team VI advisory team (PCC)	Accessibility walk Sept 2025 VI audit July 2025
To ensure staff supporting children with Physical Disability and/or medical needs receive the appropriate training and refresher	Deliver the appropriate training to staff to improve their knowledge and awareness and improve support and access for all, including: - Deaf Awareness training for all staff. - Moving and Handling training and refreshers for key staff members.	SENDCOs All staff	Sept 2025 and on-going

<p>training annually from the appropriate teams (moving and handling, feeding tube).</p>	<ul style="list-style-type: none"> - Feeding Tube training for key staff members. - Intimate Care training online modules for all EYFS staff and those involved in intimate care plans. - Diabetic training for identified TAs and pastoral team to support diabetic children. - MSI Intervener training for 3 members of staff. 		
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STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
<p>To improve the delivery of information to pupils with a disability.</p>	<p>Ensure that our school continues to use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage, including additional vocabulary on displays enhanced using some BSL and some visual symbols. • Large print resources available. • Soundfield systems for deaf pupils in classrooms. • Pictorial or symbolic representations • Access to teaching assistants who are qualified in using British Sign Language to support communication with deaf parents and families. • Use of text messages to communicate with deaf parents. • Use of Whatsapp on the office mobile phone to communicate with deaf parents. <p>Monitor condition & suitability of signage across the school.</p>	<p>SENDCOs Teacher of the Deaf Office staff Teachers TAs SLT</p>	<p>Sept 2025 and on-going</p>
<p>To ensure good quality of sound and access to the audio environment is at optimum level for deaf pupils.</p>	<p>Provision of resources for all pupils to be monitored. Monitoring continued to ensure Soundfields are present and working in all areas necessary to support deaf pupils. Use of newly developed QA document from PCC to monitor the quality of provision for deaf children within the Hub.</p>	<p>Hub Manager Teacher of the Deaf SENDCOs</p>	<p>Sept 2025 and on-going</p>
<p>Written information: Making written information accessible to those that:</p> <ul style="list-style-type: none"> • struggle with standard size texts 	<p>Identify and assess these specific pupils during admission so that staff can provide appropriate resources, including;</p> <ul style="list-style-type: none"> • Enhanced worksheets & Scripts • Large text reading books or Braille • Simplified learning texts 	<p>All Staff</p>	<p>Beginning each academic year or when a new pupil with SEND enters school</p>

<ul style="list-style-type: none"> • require simplified texts 			
<p>Digital Information: Make use of digital/visual technologies to enhance accessibility to curriculum and information</p>	<p>An assessment to be made of the impact of using a digital technology with a class where a disabled pupil is working. IT audit through staff ipad use survey completed by the Trust central IT team to inform planning for Sept 2025 across the Trust schools. Trust Tech vision shared with all staff. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. Train staff to use technology properly and safely.</p>	<p>Trust IT team All Staff</p>	<p>Sept 2025</p>