



NOS Accessibility Plan

Approved by the TCES Operational Board on behalf of Thomas
Keaney, CEO and Schools' Proprietor

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Principles

At National Online School our mission is:

To educate, inspire and support children and young people through a creative process which promotes positive growth and change.

To remove barriers to learning in order that children and young people can enjoy school and are encouraged towards lifelong learning.

To specifically target social, emotional, and behavioural skills and educational progress in order that all children and young people achieve their full potential.

Based on this principle we shall make every reasonable adjustment to ensure that pupils and stakeholders are able to access all areas of school life irrespective of any special needs or disabilities that they might have.

We recognise that inclusion is everyone's responsibility within The National Online School not just those members of staff who have specific responsibility in that area.

Accessibility Plan

The Disability Discrimination Act 1995 (c 50) (informally, and hereafter, the DDA) is an Act of the Parliament of the United Kingdom which has now been repealed and replaced by the Equality Act 2010.

To be clear about how the Equality Act 2010 is implemented in The National Online School, there is a section on each of the main aspects of school.

The National Online School will always ensure:

- That disabled people are actively involved in developing the scheme.
- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- To take account of people's disabilities (even if this means treating them more favourably).
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Provision of resources to enable access to the curriculum for all pupils.
- That staff are trained and informed about the effective education of pupils with Disabilities.

- To review the Accessibility Plan annually and publish the Accessibility Action Plan every 3 years.
- Provide clear navigation instructions and support to cover IT technical issues, or access barriers to software.
- Use technology and standards to create education that can be used by all learners regardless of their ability.

The school provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals.

Dialogue

At The National Online School, we believe that the only way to ensure the best for all pupils is to have an effective three-way dialogue between the school, the pupil, and the parents/ carers. This is essential when addressing accessibility of pupils with medical needs, disability, or any other complex needs.

If a pupil or a parent/ carer needs information provided in a different format to the usual methods this can be arranged on a case-by-case basis through the Head Teacher, such as:

- In Braille.
- In large print.
- On audiotape.
- Through sign language.

Impact Assessment

We will assess and prioritise the impact or likely impact of all existing and new policies and practices on disabled people.

Consultation with Local Authorities

All our pupils are referred to us by Local Authorities and we encourage SEN Officers, Educational Psychologists and Social Workers to attend Annual Reviews. We hold Children Looked After Reviews to encourage closer working with interested parties.

Transition/ entry into National Online School

The National Online School carries out a rigorous programme to ensure a smooth transition for pupils on entry to the school. If a pupil has identified needs before admission, then these are assessed, and extra support is put in place, including thorough scrutiny about where the pupil will start their National Online School journey; home or community. If staff need to adjust their teaching to reflect a disability, then this will be implemented, with appropriate training as necessary.

Lessons and curriculum

The focus of National Online School is the education that takes place in lessons. Primarily it is the teacher who, ensures all pupils can access the curriculum.

Differentiation is the primary means to ensure all pupils can access the curriculum. Differentiation is based on various sources of information. In the case of specific disabilities or medical needs it would be based on the needs outlined in the child's EHCP. If a pupil does not have an EHCP it would be based on whatever information the teacher has available including their own evaluation of the ability of an individual pupil.

Learning platforms will be available to all pupils with specific disabilities such as, but not limited to:

- Chromebooks.
- Lexia.
- Bedrock.

Behaviour for Learning

The policy should be read in association with the Behaviour policy. Although the expectations of conduct apply to everyone, we do recognise that if someone has an identified need, that means they are sometimes unable to follow expectations, we take this into account when addressing any behavioural issues.

Adjustments to Curriculum

If a pupil's needs involve an adjustment to the curriculum pupils normally take part in, then this is something we would be happy to implement. Such changes might involve a reduction in timetable due to certain medical or emotional needs.

Assessment

Regular assessments are undertaken to identify individual pupils' abilities in National Curriculum English and Maths. Many pupils will go on to take GCSEs or Entry Level courses in these subjects and will have external assessment and moderation of coursework.

Medical Needs

The school Leadership Team will ensure that important information of pupils' medical needs are accessible to staff so they are aware of issues that might occur in lessons.

Details of pupils with dangerous medical conditions will be easily accessible to staff. This is to ensure that staff are aware of any potentially life-threatening health risks and will be done with consultation with parents/ carers and the pupil.

Equal Opportunities

We aim to:

- Create a culture and environment for pupils, staff, family members and all others with whom we come into contact, such as colleagues from partnership organisations, to be treated fairly, sensitively and in an equal manner regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, identity or transgender issues, marital or parental status, political belief or social/economic group.
- Be aware of the particular needs of children and young people that may arise from the above and to respond appropriately.

Additional policies

The Accessibility Action Plan should be read in conjunction with the following policies:

- Diversity and Equal Opportunities policy.
- Admissions policy and procedure.
- SEND policy.
- Curriculum guarantee.

National Online School Accessibility Action Plan 2023-24

		Objective	Strategy	Who	When	Success criteria
Regularly	1	Provide all staff with information on disabled pupils and strategies to use/ adjustments to make.	At start of the academic year all staff reminded about location of details for disabled pupils. Also, a reminder issued for new staff and if there are new pupils.	Head Teacher and SLT.	Annually or when new pupils/ staff arrive.	Complete awareness by staff who come into contact with pupils.
On admission or when information changes	2	Provide teaching staff with specific information on disabled pupils with whom they are working.	A pen portrait for each pupil will be devised/ updated at the start of each academic year and this will outline any disabilities that staff need to be aware of. Training to be provided where required.	Head Teacher and SLT.	Ongoing and as needs arise.	Confidence/ expertise in delivery so that access is ensured.
Annually (at least)	3	Ensure all parents of disabled pupils are engaged in partnership approach to their child's needs.	Annual review and at transfer have meeting with the Headteacher.	Headteacher.	Ongoing.	Close working relationship between.
Termly	4	All pupils to be individually consulted about their needs and areas of difficulty.	Regular pupil discussion with teacher, and teacher to liaise with Headteacher.	Teacher/ Headteacher.	Ongoing.	Pupil feels that views and needs are listened to and acted on.
Termly	5	Disabled pupils to have an input to school policy and practice.	Have a disabled pupils' group to advise the school on areas of concern and difficulty for disabled pupils.	Teacher/Head Teacher.	When applicable.	Pupil feels that views and needs are listened to and acted on.

As needed	6	Ensure disabled stakeholders are able to fully take part in school activities.	Offer Braille, signing or other reasonable services on a needs basis for parents at specific events if requested.	Teacher/Head Teacher.	When applicable.	Stakeholders are better able to take a full part in school activities
Annually	7	Review of existing and new policies, especially Learning and Teaching policy and Recruitment policy.	To assess impact and prioritise impact or likely impact.	Head Teacher.	Ongoing.	Required amendments made promptly to policies as required.
Annually	8	Review Accessibility Action Plan.	Operational Board to assess impact and prioritise actions.	Ops Board Meeting Agenda item.	Every two years in review of	Ops board to review, amend and distribute revised Accessibility Plan.

					Accessibility Plan.	
Half termly	9	Monitor the ongoing implementation of the Equality Act.	Establish Consultation Forum made up of SMT, staff, parents, and pupils.	Headteacher/ SLT.	As required.	<ul style="list-style-type: none"> a) as part of our parents/ carer forum on our website, ensure that disability is always on the agenda. b) ensure that parent/ carer feedback forms provide an opportunity to comment on Equality.
Minimum of x3 year	10	Make appropriate adjustments to the Action Plan.	Carry out an interim review and evaluation of the effectiveness of the Action Plan.	Ops Board in consultation with the school SLT.	At MDG meetings.	Ensure that Action Plan is discussed monthly and revised on an annual basis.

On admission, weekly meeting with SLT, x3 year at MDG	11	Establish mechanism for collecting data on pupils, staff and parents who may have disabilities and consider how data can be used effectively to ensure that pupils, staff, and parents who may have disabilities are not disadvantaged.	Utilise Pupil Needs Risk Assessment at home visit prior to admission to ensure that we are fully aware of pupil and parent/ carer disabilities. Prepare and disseminate appropriate data to SLT and all learning providers. Review accessibility arrangements/ analyse data to identify gaps in inclusion or where provision adversely impacts on achievement.	Ops Board in consultation with the school SLT.	At MDG meetings.	Relevant data compiled and disseminated to school staff to ensure staff are putting into action specific information on pupils who have disabilities.
Annually	12	Establish a training programme.	Incorporate appropriate training into the whole school CPD policy. Implement specific and targeted CPD for individuals and groups.	HR department, Ops board and School SLT.	By each April for discussion with Headteachers and implementation within our CPD planning from the following September.	Annual CPD plan to include training on Disabilities.
Weekly in school meetings	13	Review current activities and consider providing a greater variety to meet the wishes of disabled pupils.	Undertake an audit of current activities and SMT/ SLT to devise creative additional activities to further expand our activity programme to meet the needs of our disabled pupils.	Ops board/ SLT.	Ongoing throughout our Ops Board and MDG meetings.	Year on year there is a greater range of activities available for specific pupils with disabilities.