

## Newbrough C of E Primary School

### **'Be courageous; be strong; do everything in love'**

*(Corinthians 16 v:13-14 )*

*These words define who we are as a Church school. They guide us as individuals, and as a team, and helped support us in developing our vision.*

We want to be an inspirational school that delivers excellence in learning by being creative, inclusive, grounded in Christian values and preparing children for life's challenges.

### **Accessibility Plan – 2020- 2023**

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1. Introduction

The Accessibility Plan is listed as a statutory document by the Department for Education. The Plan must be reviewed every three years and approved by the Governing Body. At Newbrough C of E Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

This Accessibility Plan has been developed and drawn up in consultation with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to inform other school planning documents and policies. Progress and outcomes will be reported upon annually.

## 2. Vision Statement

At Newbrough C of E Primary School, we are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

It shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipates that there may need to be some adjustments to meet their needs.

The Accessibility Plan outlines actions which will :-

- **Increase access to the curriculum for pupils with a disability:-** expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers both teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment of the school,** adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;** examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour for learning Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Action and Impact Plan
- Special Educational Needs Policy
- Staff Code of Conduct

The Accessibility Plan for physical accessibility is informed by the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of the period covered by this plan in order to inform the next.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor's Resource Management Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Approved Governors/HT

Date Jan 2021

### 3. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils, staff or visitors with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

### 4. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

#### 4.1 Physical Environment

Pupils with a disability participate in extra-curricular activities. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;

#### 4.2 Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. However, staff work hard to ensure that barriers to learning are minimised. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. 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: in effect, all the school's policies and procedures, written and unwritten.

#### 4.3 Information

Different forms of communication can be made available to enable all pupils, staff and visitors to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## 5. Access Audit

The school is a single storey building with wide corridors and several access points from outside. EYFS and KS1 areas could all be accessed via a mainly level external route as could the lower and Upper KS2 classrooms. There is a very low kerb outside the entrance to the side gate.

On-site car parking for staff and visitors is level. Many entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There is a disabled toilet available in the lobby area. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

## 6. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

## 6. Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

|            | Targets   | Strategies   | Timescale  | Responsibilities      | Success criteria  |
|------------|---|--|--|-----------------------|---|
| Short term | To liaise with other Nursery providers and parents to review potential intake each term | To identify pupils who may need provision which is additional to or different from planned provision for each intake   | Each term  | HT/ EYFS teacher      | Procedures/equipment / ideas set in place by beginning of each term   |
|            | To establish close liaison with parents   | Class teachers meet with parents in autumn term to ensure targets are set for reducing/ removing barriers to learning and participation in wider school activity<br><br>Targets are reviewed at least termly | End of Autumn term 2020 and each subsequent autumn term<br><br>Review meeting in spring and summer terms minimum | Class teachers/ SENCo | Children with SEND have clearly identified targets and strategies are in place to ensure that they participate fully in all aspects of school life including lunchtime, playtimes and after school clubs. |
|            | To ensure full access to the curriculum for all   | A differentiated curriculum with alternatives offered in terms of activities, resources or level of support;<br>A programme of CPD delivered to ensure staff are confident with this.                        | Ongoing<br><br>CPD- termly staff meeting delivered by SENCO  | Class teachers/ SENCO | Children with identified SEND are making good progress in relation to their starting point.   |
|            |   |  |  |                       |   |

|             | Targets   | Strategies   | Timescale | Responsibilities | Success criteria   |
|-------------|---|--|-----------|------------------|--|
| Medium term | To review attainment of all SEN pupils.   | <p>SENCO/ Pupil progress meetings</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>   | ongoing   | HT/SENCO         | Progress of pupils with SEND is accurately tracked so that their targets and support can be accurately matched to ongoing need   |
|             | To monitor attainment of Able, G & T pupils   | <p>Able/ G&amp;T booster groups/activities planned over the course of the year</p> <p>Differentiation includes additional challenge activities in each subject</p>   | ongoing   | SENCo            | Pupils identified as G and T make proportionate progress and achieve at high level.  |
|             | <p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wheelchair access</li> <li><input type="checkbox"/> Screen magnifier software for the visually impaired</li> <li><input type="checkbox"/> Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li><input type="checkbox"/> Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li><input type="checkbox"/> Creating positive images of disability within the school so that pupils grow into adults who have some</li> </ul> |           |                  | <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |

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|--|--|--|--|--|--|
|  |  | understanding of the needs of disabled people. |  |  |  |
|--|--|--|--|--|--|

|           | Targets  | Strategies   | Timescale                             | Responsibilities          | Success criteria   |
|-----------|--|--|---------------------------------------|---------------------------|--|
| Long term | To evaluate and review the above short and long term targets annually<br>And report to Governors | Time is given to monitoring and evaluating progress against targets                | ongoing                               | SENCO/HT                  | Report is made to relevant committee annually  |
|           | To review all statutory policies to ensure that they reflect inclusive practice and procedure    | Curriculum policies to be reviewed on a rolling programme by subject co-ordinators | By the end of 3 year monitoring cycle | HT/ subject co-ordinators | All policies include reference to equal opportunities and any adjustments needed to ensure this is a reality |
|           |  |  |                                       |                           |  |
|           |  |  |                                       |                           |  |

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils/ adults can take advantage of education and associated services.**

|            | Targets                              | Strategies   | Timescale  | Responsibilities | Success criteria               |
|------------|--------------------------------------|--|------------|------------------|--------------------------------|
| Short term | Lower the kerb outside the side gate | Investigate grant funding for kerb replacement<br>Identify company to carry out the work | April 2021 | HT/SENDco        | Level access to side of school |
|            |                                      |  |            |                  |                                |
|            |                                      |  |            |                  |                                |
|            |                                      |  |            |                  |                                |

| Medium term | Targets   | Strategies   | Timescale         | Responsibilities | Success criteria |
|-------------|---|--|-------------------|------------------|------------------|
|             | To ensure that all user groups are able to access the school                                      | Create access plans for individual children as necessary.<br>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings.<br><input type="checkbox"/> Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure these are met | As required       | HT/SENDCo        | Plans completed  |
|             | To ensure that the medical needs of all pupils are met fully within the capability of the school. | Meet with parents, liaise with external agencies, identify training needs and establish individual protocols where needed.   | Ongoing as needed | HT/SENCO         |                  |
|             |   |  |                   |                  |                  |

| Long term | Targets                                    | Strategies   | Timescale | Responsibilities                     | Success criteria  |
|-----------|--|--|-----------|--------------------------------------|---|
|           | Improve physical environment of the school | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site | ongoing   | HT/ Caretaker/<br>Premises committee | Overtime, the school becomes more accessible to all user groups |

|  |                          |  |            |                   |               |
|--|--------------------------|--|------------|-------------------|---------------|
|  |                          | and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings |            |                   |               |
|  | Improve access to school | Add a dedicated disabled parking bay to the car park.  | April 2023 | HT/Govs committee | Space created |
|  |                          |  |            |                   |               |

**Aim 3: To improve the delivery of information to pupils and parents.**

|            |  |            |           |                  |                  |
|------------|--|------------|-----------|------------------|------------------|
| Short term | Targets  | Strategies | Timescale | Responsibilities | Success criteria |
|            | See action and impact plan re: use of technology |            |           |                  |                  |
|            |  |            |           |                  |                  |
|            |  |            |           |                  |                  |

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|-------------|--|----------------------|--------------------|------------------|---|
| Medium term | Targets  | Strategies           | Timescale          | Responsibilities | Success criteria  |
|             | Annual survey to ensure parents can access information | Annual parent survey | Oct/ Nov each year | JT               | Survey completed and results analysed and used to inform future actions |
|             |  |                      |                    |                  |   |
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| Long term | Targets | Strategies | Timescale | Responsibilities | Success criteria |
|           |         |            |           |                  |                  |
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