



NEWBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility Plan

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1. Aims

This plan is designed to improve accessibility to the school linked to in the following areas:

1. Quality of Education
2. Maintaining standards

Accessibility Plan

Action	Strategies	Staff	Timescale
<p>1 To be aware of the physical access needs of all pupils, staff, governors and parents / carers</p>	<p>Gather data around access needs at the point of admission to the school.</p> <p>Create personal evacuation plans for individuals as required.</p> <p>Create risk assessments where needed for children/staff.</p> <p>Discuss the accessibility plan as part of pupil and staff induction.</p> <p>Ensure that the accessibility of all relevant pupils are included at training days.</p>	<p>SLT</p> <p>SENCOs</p> <p>Teachers</p>	<p>As required</p> <p>Autumn term and updated throughout the year</p> <p>End of year transition meetings</p>
<p>2 Produce good or better outcomes for pupils with SEND needs</p>	<p>An ethos of quality first teaching with a differentiated curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with an SEND need.</p> <p>Half termly monitoring of APDRs (Assess Plan Do Reviews) and 3x parent meetings focused on provision.</p> <p>CPD (Continuous Professional Development) for all staff, specifically planned to meet the needs of our learners.</p>	<p>Teachers</p> <p>SLT</p> <p>SENCOs</p>	<p>Ongoing throughout the year</p> <p>Cited in lesson observations by SLT</p>
<p>3 All levels if the building and site are accessible by wheelchair users and those with physical disabilities</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Corridor width - Disabled parking bays - Accessible toilets and changing facilities - Library shelves at wheelchair-accessible height - Fully accessible pupil Support classroom for pupils with mobility issues - All pupils with mobility issues will have a personal evacuation emergency plan (PEEP) 	<p>SBM</p> <p>Caretaker</p> <p>SLT monitoring checks</p> <p>Govs</p>	<p>In place at all times</p>

		<ul style="list-style-type: none"> - All personal adaptations would be considered for SEND children. i.e. writing slope, standing frame - Clear signage and markings are in place 		
4	Ensure that the building remains fully compliant in line with the Equality Act (2010), Health and Safety at Work Act (1974) and any other Health and Safety regulations	Any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g, ramps, alarms etc	As required SBM SLT Govs	On going
5	Pupils and parents are aware of who they can contact for information and advice	<p>Contact details are shared on the newsletter for SENCOs and on the school website</p> <p>Office email address shared with parents Class Dojo used so all teachers can be contacted by all parents/ children</p> <p>Drop in sessions for parents</p> <p>Parents evenings, café, open morning and productions</p>	<p>SENCOs</p> <p>Teachers</p> <p>SLT</p> <p>SEN Gov</p>	<p>On going</p> <p>Shared termly in newsletters</p> <p>6 drop in sessions per year</p>
6	Early identification and close transition planning	<p>Use of EHA's and / or other external agencies</p> <p>APDRs development and tracked on Insight</p> <p>Initial concern forms (6x per year) and Pupil Progress Meetings (3 x per year)</p>	<p>SENCOs</p> <p>Teachers and TAs</p> <p>SLT</p>	<p>On going</p> <p>Often raised after PPM or end of term when assessments have been carried out</p> <p>All APDRs to be on Insight by September</p> <p>All provisions for children to be on Insight by October</p> <p>All provisions and APDRs monitored reviewed and re-written half termly</p>
7	The curriculum meets the needs of all pupils	<p>A differentiated/modified curriculum is in place to meet the needs of pupils</p> <p>Strategies are in place in all subjects that require it</p> <p>Intervention groups and other support is available to pupils with additional needs</p>	<p>SENCOs</p> <p>Teachers and TAs</p> <p>SLT</p>	<p>On going</p> <p>Evidence cited in book looks and lesson observation from SLT</p>

		<p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Pupils with special educational need and / or other additional needs are included in pupil forums and consulted on their views about the curriculum, teaching and resources available to them</p>		<p>Evidence of intervention provisions on Insight with entry/exit data</p> <p>Pupil questionnaire to take place in Autumn 2</p>
8	Appropriate resources and support in place to support pupils learning needs	<p>Consider and adjust resources and teaching techniques accordingly</p> <p>Staff are provided with pupil information regarding specific needs, targets and progress measures. Staff are provided with regular CPD and training, guidance on improving assessment, marking and feedback for all pupils, and provided with best practice examples.</p>	<p>SENCOs</p> <p>Teachers and TAs</p> <p>SLT</p>	<p>On going</p> <p>Staff survey in Autumn 1 to obtain what support staff feel they need</p>
9	Pupil access extracurricular activities	<p>Pre preparation meeting will take place with trip leader, parents / carers to make all necessary additional arrangements</p> <p>Risk assessments implemented for trips and visits where appropriate</p>	<p>Teachers</p> <p>Checked by SLT</p>	On going
10	Relevant support from external agencies	<p>The school will utilise the relevant agencies as required. These will include, but are not limited to</p> <ul style="list-style-type: none"> • Visual Impairment Team • Educational Psychologist • CAMHS • Physiotherapists • Occupational therapists • Teacher of the Deaf 	<p>SENCOs</p> <p>SLT</p>	On going
11	Regular communication with parents / carers	<p>This will be via a number of methods such as</p> <ul style="list-style-type: none"> • Reports • Parents / Meet the Tutor evenings • Emails / texts and phone calls • Annual review meetings • Early Intervention meetings • Class Dojo 	<p>SLT</p> <p>Teachers</p>	On going
12	Excellent delivery of information to pupils ensuring it is accessible to all.	<ul style="list-style-type: none"> • Internal signage • Large print resources • Coloured overlays / coloured paper • Visual clues • Sound Field • Use of laptops / technology • Pictorial or symbolic representations • Modified exam papers • Exam access arrangements for all pupils with any disability 	<p>SLT</p> <p>Teachers</p> <p>TAs</p>	On going

		<p>which could put them at a disadvantage compared to others</p> <ul style="list-style-type: none"> • No pupil restricted due to lack of either • Specialised equipment used in consultation with external agencies i.e.: Sensory Impairment Service, Education Inclusion Partnership Team 		
13	On-Line Communication Accessibility	Develop website making sure SEN documents are easy to find and reduce "click times" and ensure text is easy to read or can be accessed via screen readers.	SENCOs SLT	October half term
10	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	All correspondence sent home made accessible upon request	SLT SENCOs Office Staff	On-going