



# **NEWBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

## **Accessibility Policy and Plan**

**Reviewed: Spring 2022**

**Next Review: Spring 2023**

## 1.Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

## 4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

## Accessibility Plan

	<b>Objective/Action</b>	<b>Outcomes</b>	<b>Staff</b>	<b>Timescale</b>
<b>1</b>	Curriculum adjustments to ensure provision for disabled students. <ol style="list-style-type: none"> <li>1. Ground floor access.</li> <li>2. PE personalised provision.</li> <li>3. Physio, as required.</li> <li>4. TA as a practical assistant as required.</li> <li>5. Personalised one to one support where curriculum activities are inaccessible.</li> <li>6. Clear plan to access outdoor learning and Forest School.</li> </ol>	Identified students make good progress to EHCP and School Targets.	HT, AHT, SENCo, CTs, SBM, TAs, external agencies	Regularly reviewed - ongoing
<b>2</b>	Physical access around the school and in learning areas meets individual student and staff need. <ol style="list-style-type: none"> <li>1. Fire doors.</li> <li>2. Access adjustments are in place.</li> <li>3. Designated classes allocated with disabled access.</li> <li>4. Access to the outdoor grounds for Forest School.</li> <li>5. Fire signage.</li> <li>6. Emergency system auditory only.</li> <li>7. Display.</li> </ol>	Site and premises annual audit in place to meet need.	HT, AHT, SENCo, CTs, SBM and TAs.	
<b>3</b>	Physical access around the school and in learning areas meets community need. <ol style="list-style-type: none"> <li>1. Personal care space.</li> <li>2. Website and brochure accessibility.</li> <li>3. Community display.</li> </ol>	Site and premises annual audit in place to meet need.	HT, AHT, CTs, SBM and TAs.	
<b>4</b>	Staffing reflects individual needs of disabled students: <ol style="list-style-type: none"> <li>1. Individual care plans.</li> <li>2. Passport to learning.</li> <li>3. Personal evacuation, emergency plans (PEEPS).</li> </ol>	Individual care plans in place. Passport to learning used. Personal evacuation, emergency plans (PEEPS) in place.	HT, AHT, SENCo, CTs and TAs.	Reviewed bi-annually September/April
<b>5</b>	Teachers' planning is differentiated to ensure equality of access to learning. <ol style="list-style-type: none"> <li>1. QFT</li> <li>2. TAs integrated to lesson.</li> </ol>	Subject QA reports. Lesson observations. Learning walks. Staff and student questionnaires.	HT, AHT, SENCo, Forest School Teacher, CTs	Half termly monitoring. Calendared review.

<b>6</b>	Additional programmes of support and medical care to meet individual's needs: <ol style="list-style-type: none"> <li>1. Programmes of support and medical care provided by the SENCO.</li> <li>2. HCP completed as required.</li> <li>3. One Page Profiles (OPP)</li> <li>4. PEEPs</li> <li>5. Counselling</li> </ol>	Programmes for staff training completed for those staff involved. Facilities for physiotherapy reviewed and updated according to need.	HT, AHT, SENCo, Forest School Teacher, CTs	On-going Staff Training for supporting Moving and Handling of pupils with Physical Needs.
<b>7</b>	Culture and ethos of the School promotes inclusivity: <ol style="list-style-type: none"> <li>1. Parent mail</li> <li>2. Values</li> <li>3. Houses</li> <li>4. P&amp;F Days</li> <li>5. Website</li> </ol>	Stakeholder annual surveys. Student council feedback. Parent forums.	All SLT	Annual Termly Half Termly
<b>8</b>	Review systems and structures to ensure safety and equality for disabled students as required. <ol style="list-style-type: none"> <li>1. Annual audit</li> <li>2. PEEPs</li> <li>3. Site Review</li> </ol>	Audit and reviews complete. Governor Experience R&R Committee. Equality Policy.	HT, AHT, SENCo, Forest School Teacher, CTs, SBM.	Annual audit. Annual site review. Scheduled Governor Committee (R&R)
<b>9</b>	Availability of written material in alternative formats when specifically requested.	Parent Forums. Annual survey for stakeholders.	HT, AHT, SENCo, Office Staff	On-going
<b>10</b>	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Stakeholder annual survey. Parent Forums.	HT, AHT, SENCo, Office Staff	On-going

## Contact Us

We are happy to help and guide you through the Accessibility Plan if you have any questions or concerns please do not hesitate to get in touch:

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School Business Manager: Mrs Jocelyn Strange

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The Accessibility Plan will be reviewed 03/22 and 03/23

The Accessibility Plan was reviewed with due regard to The Equality Act.

This document can be made available in large print or other accessible format if required.