



Accessibility Policy

Date	Revision & Amendment Details	By Whom
September 2024	Approved	Governing Board

1. Aims

Newborough C of E Primary 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. Our school is 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.

(See below for action plan)

This 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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* '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 three years but may be reviewed and updated more frequently if necessary. It will be reviewed by *pupils, parents, staff and governing body of the school* and approved by the governing body.

4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase Access to the Curriculum for Pupils with a Disability

Aims/Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<ul style="list-style-type: none"> • Focus on high quality teaching • Adapted and personalized curriculum for all pupils • Tailoring resources to support access to the curriculum • Curriculum resources to include examples of people with disabilities • Review of the curriculum to ensure it is inclusive • Access to statutory assessment • Disability awareness training for staff and governors • Links to other policies • Access to extra-curricular activities, visits and trips 	<ul style="list-style-type: none"> • Monitoring of lessons • Continuous CPD throughout the year on quality first teaching • Teachers to adapt learning, scaffolds and content of curriculum for individual children whilst still being ambitious • To ensure when specialised teacher, Occupational Therapist (OT), Speech and Language Therapist (SALT) or Educational Psychologist (EP) suggest resources for a specific child, we will use them and facilitate this for them to meet their needs • The curriculum is reviewed every year to ensure the content is inclusive • Learning walks to monitor the content of lessons to ensure they are inclusive • APDR is followed with clear provision in place for all children identified on SEND register • SENDCO to communicate with off-site education centers to arrange pre-visits for parents and children with disabilities if required • Consultation with relevant professionals and subsequent implementation of recommendations from external professionals 	<p>SLT and teachers</p> <p>All Staff</p> <p>SENDCo</p> <p>SLT and curriculum led</p> <p>SENDCo</p>	<p>Every academic year</p>	<ul style="list-style-type: none"> • Quality of resources and teaching is demonstrated to be consistently high when evaluated in learning walks and observed in children’s work • Evidence of CPD is seen within learning walk, children’s work and professional conversation • Adaptations will be clearly visible on planning, class teaching, resources and children’s work • Parent’s will know the progress their child is making through attending regular termly meetings with teachers • Resources will be budgeted for to ensure children have access to provision • Children will achieve the intended learning objective through effective scaffolding and high expectations • CPD will have been identified to meet teachers’ areas of subject development • Mandatory CPD will be completed by all staff • Transition for each phase will have been carefully planned and communication between establishments and parents will be clear and supported • Pupil progress and data tracking will

				<p>ensure attainment and progress measures have been set and met through affective quality first teaching</p> <ul style="list-style-type: none">• Evidence-based interventions will be provided to close gaps in knowledge and understanding where identified through data discussions• Practical resources will be used in lessons to enhance learning and independence• Specialist resources will be seen to be used effectively within learning environments• Universal adaptations will be made where possible to promote inclusivity• Support staff will be trained to support specific learning needs through delivery of intervention• Support staff will be deployed effectively to allow for Quality First Teaching
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2. Improve and Maintain Access to the Physical Environment

Aims/Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p>Making environmental adaptations to the needs of the pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking allocations • Disabled toilets and changing facilities • Access to specific area of the building • Access to outdoor areas • Emergency exits and evacuation procedures 	<ul style="list-style-type: none"> • Audit of accessibility of school buildings and grounds by Governing Body. Suggest actions and implement as budget allows • To ensure all stakeholders are aware of how to get permit for disability parking allocation <ul style="list-style-type: none"> ○ Time slots to be implemented if multiple badge holders require access to spacing due to limited capacity • To ensure evacuation procedures cater to all needs • To ensure PEEPs are in place for those who require support during evacuation 	<p>SLT</p> <p>Budget allocation when needs identified</p>	<p>Continuous review</p>	<ul style="list-style-type: none"> • All learners will be able to access the building safely • Risk assessments for trips show consideration for all learners with disabilities have been identified, addressed and rectified/modified if needed • Emergency evacuation procedures are in place, when required, and recorded in PEEP, which provide specific procedures for any disabled pupils • Hygiene suite on site is accessible to all • Fully accessible toilet facility is available • Disabled parking spaces are clearly marked • Specialist involvement is identified in PEEPs, APDR and/or EHCP outlining access arrangements • Continuous improvement to the environment is evident when areas of concern arise

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims/Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p>Developing the use of a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representation • Technological devices for children with specific learning issues if recommended by external professional • Sound muting devices • Library audit 	<ul style="list-style-type: none"> • SENDCo to purchase or source any resources or equipment needed to children with SEN or a disability • To provide specialist equipment to promote participation in learning by all pupils • Assess the needs of the children in each class and provide equipment as needed. E.g. pencil grips, headphones, writing slopes, wobble cushions etc. • CPD to ensure staff are able to use the resources to communicate • To ensure that all parents and other members of the school community can access information 	<p>SENDCo/SLT</p>	<p>Every academic year according to pupil and parent need</p>	<ul style="list-style-type: none"> • Learners will have access to resources as identified on APDR and know how to use this to support their learning and promote independence • A range of written prints will be accessible • Evidence that barriers to learning have been identified and addressed is seen in progress and outcomes of learners in work, APDR and attainment outcomes