

# Accessibility Plan

## 2022- 2025

# Newfield Primary School



<b>Approved by:</b>	Narinder Nathan	<b>Date:</b> December 2022
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## 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.

Our guiding principle is one of inclusion. We value all the pupils in our school equally and want to identify and break down possible barriers to learning.

Every pupil with a disability in our inclusive school has an entitlement to fulfil his/her optimum potential. The School Vision is based upon the following values: Ambition, Achievement, Belonging, Enjoyment, Kindness, Resilience, Respect and Tolerance and the school vision statement, detailed below, further underpins our key principles of equality and inclusion.

The Newfield Vision:

- To nurture AMBITION in our children by ensuring that all pupils have a sense of BELONGING in a learning community where they are empowered to ACHIEVE the very best that they can.
- For staff, pupils, parents, governors and the community to show RESPECT for each other. We aim to be a cohesive school knitted together with KINDNESS.
- To provide an engaging, stimulating and challenging curriculum to overcome barriers to learning so that all pupils can experience ENJOYMENT and RESILIENCE for life-long learning.
- To create a culture of TOLERANCE where the beliefs, thoughts and ideas of all members of the school community are respected.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES <i>short (S), medium (M) and long-term (L) objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers an ambitious, inclusive broad and balanced curriculum. We provide adaptive teaching and differentiated resources to ensure that all pupils have access to the curriculum.</li> <li>Everyone is made to feel welcome, including those with physical disabilities or sensory impairments</li> <li>There high expectations of all pupils and staff</li> <li>All pupils are equally valued</li> <li>We provide access to computer technology appropriate for pupils and adults with disabilities</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Develop a system to adequately track the progress of those who make small but significant steps of progress</p> <p>Increase the confidence of staff in adapting their teaching and providing additional resources where necessary to provide access to the curriculum.</p> <p>M-All pupils have access to appropriate resources to enable full access to the curriculum.</p> <p>S-All pupils see themselves as learners</p> <p>S- Leaders are aware of the progress &amp; attainment of all learners</p> <p>M-Pupil access to the curriculum is supported through appropriately adaptive teaching, differentiated work/ outcomes</p> <p>HT- ensure teachers and TAs have the necessary training to teach and support pupils with a disability</p> <p>M-The curriculum incorporates relevant knowledge, skills &amp; understanding which is appropriate &amp; accessible for all learners</p>	<p>Liaise with Manor School to find out more about their <i>Small Steps</i> tracking system.</p> <p>Be aware of staff training needs on curriculum access. Assign CPD.</p> <p>Audit current pupil and parent groups to identify need.</p> <p>Audit current curriculum resources and identify topics that need additional positive images.</p> <p>Tracking meetings to occur regularly &amp; all leaders informed of outcomes &amp; next steps for individuals.</p> <p>Headteacher, Deputy Head Teacher &amp; SENDCo attend all Tracking Meetings and advise on targets for individual pupils.</p> <p>Key staff &amp; agencies liaise to ensure pupils with additional needs receive appropriate resources &amp; teaching &amp; learning activities.</p> <p>The school curriculum map is audited &amp; reviewed. Areas for improvement are identified and provision adjusted.</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo and subject leaders</p> <p>SLT, SENDCo and class teachers</p> <p>SENDCo</p> <p>SLT, SENDCo and curriculum leaders</p>	<p>December 2023</p> <p>February 2023</p> <p>March 2023</p> <p>March 2023</p> <p>Termly Dates TBC</p> <p>Ongoing and required as appropriate</p> <p>March 2023</p>	<p>Raised staff confidence in strategies for adaptive teaching, differentiation and increased pupil participation.</p> <p>Pupil engagement with the curriculum is increased &amp; outcomes improved.</p> <p>Pupils are aware that they are valued and this supports increased engagement &amp; improved outcomes.</p> <p>Provision is adjusted and modified regularly and the curriculum is accessible for all pupils</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Allocated parking bays for those with a disability.</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>M-The school is aware of the needs of disabled stakeholders</p> <p>S- Create access plans &amp; risk assessments for individual disabled pupils as part of the IEP process when required.</p> <p>S- Be aware access needs of stakeholders and meet as appropriate</p> <p>Ensure staff aware of Environment Access Standards</p> <p>M-Layout of the school allows access for all pupils/staff to all areas.</p> <p>M-Improve signage and external access for visually impaired people</p> <p>S-Ensure all disabled pupils can be safely evacuated S-All fire escape routes are suitable for all M-Ensure all areas of school can have wheelchair access</p>	<p>Create access plans &amp; risk assessments for individual disabled pupils as part of the IEP process when required.</p> <p>Audit the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standards</p> <p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>Where necessary meetings will be held on the ground floor</p> <p>Quiet areas will be available throughout the school</p> <p>Steps edges are strip marked and illuminated signs are used where appropriate</p> <p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>SLT</p> <p>SENDCo</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>All staff</p> <p>SLT</p> <p>Site Supervisor</p> <p>SLT, SENDCo</p> <p>SLT, SENDCo</p>	<p>As required and as appropriate.</p> <p>February 2023</p> <p>As required and as appropriate.</p> <p>As required and as appropriate.</p> <p>December 2022</p> <p>By the end of Spring 2023</p> <p>By the end of Spring 2023</p> <p>When required</p> <p>By the end of Spring 2023</p>	<p>IEPs &amp; risk assessments in place for all disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues</p> <p>Re-designed buildings are usable by all.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

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Improve the delivery of information to pupils with a disability	This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	M-Ensure all information to parent/carers is accessible  M-Improve the delivery of information in writing in an appropriate format  M-Ensure all staff are aware of guidance on accessible formats  M-Annual review information to be as accessible as possible  M-Languages other than English to be visible in school  L – Signs/ informations to be available in braille  L- introduction of induction loops	Review all forms of sharing information with parent/carers to ensure they are accessible  Staff will support and help parents to access information and complete school forms  School to arrange access to translators where possible  Ensure the school website is accessible for all  Provide suitably enlarged, clear print for pupils with a visual impairment  Guidance to be given to staff on dyslexia, visual impairment formats and accessible information  Use/Develop child friendly IEP formats  Some welcome signs to be multilingual  Research the cost of induction loops/ braille signage	SLT   SLT, SENDCo, class teachers and admin staff  SLT, SENDCo  DHT  Class teachers  SENDCo  SENDCo  SLT  SENDCO	Ongoing  As required and as appropriate  As required and as appropriate  Ongoing  December 2022  July 2023  July 2023  July 2024	Parents and carers are well informed and receive all school information in easily accessible formats.  Staff are more aware of pupils preferred methods of communications  Parents are confident that the school values pupil heritage & supports them in accessing their child's education

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disability (SEND) information report
- Supporting pupils with medical conditions policy