



Accessibility Plan for Newlands Primary School

Adopted: 27/09/2023
Review Due: 27/09/2026

Signed

Headteacher

Signed

Chair of Governors

At Newlands Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

We are committed to providing a school that can be accessed and used to the greatest extent possible by everyone, including pupils and parents, regardless of their ability or disability. When reviewing or redesigning our school environment (e.g. building, technology, information, communication, activities) we will consider any adjustments that may be required. 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 definition of disability is set out in the Equality Act 2010 as:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

The aims of our Accessibility Plan are:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by the school.
- To improve the accessibility of written information.

This Accessibility Plan has been drawn up in conjunction with staff and governors of the school and will advise other school documents. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. The Accessibility Plan will be updated annually to reflect development that has taken place. At the end of the three year cycle, a further review will take place in order to inform the development of a new Accessibility Plan, which will run for a further period of three years.

Our Accessibility Plan shows how we are planning for access to be improved for disabled pupils, staff and visitors to the school in a given time frame. This relates to the key areas of physical environment, curriculum and written information. Wherever possible and practicable, adjustments will be considered in advance and efforts will be made to anticipate these. Where something the school does could place a person with a disability at a substantial disadvantage compared to a person without a disability, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing barriers, physical or otherwise.

The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as other pupils. This includes teaching and learning as well as the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment wherever possible, which may assist pupils in accessing the curriculum;

b) Improve access to the physical environment of the school by adding specialist resources, adaptations and facilities e.g. slopes, additional handrails, blinds, as well as considering the accessibility of any new work or facility:

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include the presentation of curriculum resources, timetables, textbooks and other information about the school and school events. This may be through the use of technology or adjusting font size and the colour of paper. This also applies to information available to parents and visitors to the school.

We recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010. This will be achieved through staff training opportunities and external support.

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

- Curriculum Policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- School Brochure/ Prospectus and Vision Statement

An Accessibility Audit in relation to the physical accessibility of the school was undertaken in May 2022 and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

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 School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school's website.

The Accessibility Plan will be monitored through the Governing Body Meetings

The school will work in partnership with The Kemnal Academies Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Roles and responsibilities in relation to this policy area as follows:

Head Teacher: David Bailey

Designated member of staff: Victoria Millership

Business Manager: Daniel More

Regional Site Manager: David Stokes

Governor Responsible: *TBC*

What we currently have in place to make our school accessible

1. Increasing access to the school curriculum for pupils with disabilities

At Newlands Primary School, we currently have adapted learning in every classroom. Each classroom is set up with the children's needs in mind with access to quiet spaces as well as resources and displays to support regulation when required. Children with SEND have individualised plans aimed at meeting their needs in school. These plans include a range of interventions that are available in school, such as Thrive, Fizzy, Beam, sensory circuits, phonics and Clever Hands. Children also have access to a range of resources to meet their needs, such as writing slopes, fidget cushions, pencil grips, sand timers and coloured overlays. Written resources can be printed onto different coloured paper if needed as well as changing the type and size of the font.

2. Improving access to the physical environment of the school

[Newlands Accessibility Audit May 2022](#)

Classroom environments are designed following the principles of communication friendly classrooms. Classrooms are clutter free, minimise unnecessary items on display and are set up to support the needs of the pupils. Corridors are mostly clear which allows for wheelchair access around the school site. The school has 1 disabled toilet. We have step-free access to all learning areas in the school.

3. Improving the delivery of information to those with disabilities.

Key information is shared with parents via emails, messages and letters as well as through our communications App: Marvellous Me. Meet the teacher sessions occur at the beginning of the school year and parents are invited into school throughout the year to celebrate the children's learning as well as other days such as Sports Day. Progress meetings for parents/carers happen twice a year and teachers are available at the beginning and end of the day to answer any queries that parents and carers have.

Our Plan to increase accessibility 2023 - 2026

Over the next three years we plan to make the following changes:

1. Increasing the extent to which pupils with disabilities can participate in the curriculum				
Target	Outcomes	Who is responsible	By when	Date completed
<p>Increase access to the curriculum for all pupils</p> <ul style="list-style-type: none"> - Inclusive teaching strategies consistently applied across the school. - Adapted and bespoke curriculum when required. - Training from SALT and STLS to upskill staff. 	<p>All pupils have access to an appropriate and adapted curriculum. All pupils are making progress.</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - Staff have received training on inclusive teaching strategies and are beginning to apply them across subjects and across the school. 	<p>Inclusion Lead SLT CTs TAs</p>	<p>Reviewed annually</p>	
<p>Adapt the curriculum and environment to meet the needs of all pupils</p> <ul style="list-style-type: none"> - Environment designed with principles from communication friendly environments training. - Inclusive teaching strategies applied consistently. - SEND plans reviewed regularly. - EEF 5 a Day training. - Access arrangements to support testing - Bespoke training to support individual pupils. - Embedding Thrive approach across the school using whole class and individual assessments. 	<p>All pupils have access to an appropriate and adapted curriculum.</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - Communication friendly classroom guidance is being used across the school in all classrooms. - SEND plans are reviewed at least 3 times a year. - 5 a day training has been ongoing. - Thrive is being embedded across the school with the support of TISS. 	<p>Inclusion Lead SLT CTs TAs</p>	<p>Reviewed annually</p>	
<p>Consistent and effective engagement with parents and carers</p> <ul style="list-style-type: none"> - Meet the Teacher sessions in Term 1 - Parents invited in to celebrate learning 	<p>Increased engagement from parents/carers. Parents/carers fully informed of</p>	<p>All staff</p>	<p>Reviewed annually</p>	

<ul style="list-style-type: none"> - Parents consultations 2 x year and written report 1 x year - Children with provision plans to meet with CT 3 x year to review progress against targets - Children with EHCPs to have annual review in line with requirements 	<p>children's progress. Positive working relationships between school staff and parents/carers.</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - All in place as well as parents invited in for celebration assembly. 			
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2. Improving access to the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services

Target	Outcomes	Who is responsible	By when	Date completed
<p>Improve accessibility in reception area.</p> <ul style="list-style-type: none"> - Install an induction loop - Install signage - Install a bell to alert staff (with a light) - Training for staff on induction loop 	<p>To assist visitors with impaired hearing.</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - Signage installed - Bell installed - Induction Loop installation and training to be confirmed. 	<p>Site team HT</p>	<p>End of academic year 24-25</p>	
<p>Increase accessibility to wrap around care for all pupils.</p> <ul style="list-style-type: none"> - Breakfast club moved to main hall. - After school club in main hall to replace homework club held in a single classroom 	<p>Increase number of young people with disabilities accessing wrap around care and taking advantage of school facilities and services</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - Breakfast club always based in main hall. - After school club based in main hall Monday-Thursday and on Friday in the homework club room. 	<p>Wrap around care manager (JC)</p>	<p>Term 3 2023-24</p>	<p>October 2023</p>
<p>Removal of annexe building.</p>	<p>Annexe was not accessible to pupils or</p>	<p>Site team.</p>	<p>August</p>	<p>Annex</p>

To be replaced with an accessible multi-sports area.	adults with physical disabilities. All pupils to be able to access multi-sports area.	HT	2024	removed Aug 2023
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3. Improving the availability of information to disabled pupils and parents

<p>Improve access to information for parents/carers and pupils with a disability.</p> <ul style="list-style-type: none"> - Consistently use widgeit across the school, on displays and as resources, to support understanding. - Access to tools to support access such as coloured overlays, enlarged font and dual coded displays. - Use of visual and verbal information sharing tools (videos, formal and informal conversations). 	<p>Parents/carers and pupils can access all information when required.</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - Widgeit use is increasing, with more consistency within classrooms and for individual resources. - Coloured overlays available if required. Enlarged font and background colour of slides on interactive whiteboards are always available. - Information is beginning to be shared in a number of ways (for example new reception intake video to introduce staff and the classroom). 	SLT Inclusion Lead CT/TA	Ongoing	
<p>Ensure information is available for all parents/carers</p> <ul style="list-style-type: none"> - Key information to be shared via email, text message and Marvellous Me as well as hard copies. Information to be translated or shared verbally when required. 	<p>Information is shared to all parents/carers in a suitable way for them to access.</p> <p>June 2024 update:</p> <ul style="list-style-type: none"> - Communication to parents/carers is available in a variety of ways. 	SLT CT/TA	Ongoing	