**Newbrough C of E Primary School**

**Accessibility Plan – 2023-2026**

**Vision Statement**

**‘Be courageous; be strong; do everything in love’**

*(Corinthians 16 v:13-14 )*

*These words define who we are as a Church school. They guide us as individuals, and as a team, and helped support us in developing our vision.*

We want to be an inspirational school that delivers excellence in learning by being creative, inclusive, grounded in Christian values and preparing children for life's challenges.

The accessibility plan plays an important part in delivering this.

**1. Introduction**

The Accessibility Plan is listed as a statutory document by the Department for Education. The Plan must be reviewed every three years and approved by the Academy council. At Newbrough C of E Primary School the Plan will be monitored by the Headteacher and evaluated by the Academy council.

This Accessibility Plan has been developed and drawn up by:

* The headteacher/ SENDco
* The safeguarding/ SEND governor
* Pupil representatives from each year group

**1.1 Legal Background**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

You can read more about substantial and long term effects [here](https://www.gov.uk/definition-of-disability-under-equality-act-2010).

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and these are also published on the school website.

**1.2 Current Disabilities (2023)**

The school supports children with a wide range of disabilities, which include:

* moderate and specific learning difficulties including dyslexia
* communication difficulties
* ASD/ADHD
* Behaviour, anxiety, attachment, emotional and social difficulties.
* Cerebral palsy

There is an ongoing programme of training provided for staff and all First Aid certificates are kept up to date. The school has a current and compliant policy for managing medical conditions in school.

**2.0 Aims and Objectives:**

At Newbrough C of E Primary School, we are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. 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 School Accessibility Plan contains objectives relating to the key aspects of physical environment, curriculum and written information.

It shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipates that there may need to be some adjustments to meet their needs.

The Accessibility Plan outlines actions which will :-

* **Increase access to the curriculum for pupils with a disability**:- expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers both teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
* **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
* **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities**; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

* Behaviour for learning Policy
* Critical Incident Support Plan
* Equal Opportunities Policy
* Health & Safety Policy
* Equality Plan
* School Action and Impact Plan
* Special Educational Needs Policy and SEND information report
* Staff Handbook
* NCC Ordinarily Available Provision document

The Accessibility Plan for physical accessibility is informed by the Access Audit of the School, which remains the responsibility of the academy council. An accessibility audit will be completed by the school prior to the end of the period covered by this plan in order to inform the next.

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 Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the academy council.

The school will work in partnership with Durham and Newcastle Diocesan Learning Trust in developing and implementing this Accessibility Plan.

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.0 Contextual information**

The school is a single storey building with wide corridors and several access points from outside. EYFS and KS1 areas could all be accessed via a level external route. A portable ramp has been purchased to enable access through external doors where there are steps. KS2 classrooms have ramped access but this is angled in such a way that access for a wheelchair or walking frame would be difficult.

Children’s toilets are an appropriate size and there is a frame fitted over one toilet for additional support.

On-site car parking for staff and visitors is level. Many entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There is a disabled toilet available in the lobby area. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Individual pupils are supported to enable them to access equipment in the Early Years area. Playground areas are mainly level with some gravel or mud surfaces

**4. Targets**

**Aim 1: To increase the extent to which pupils with a disability can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

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| Targets | Strategies | Timescale | Responsibilities | Success criteria |
| Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum. | Supporting pupils with medical conditions policy re-circulated to all staff  Staff update on managing medical conditions in school (INSET –April 17th)  .  Use resources from ‘Asthma friendly schools’ website for staff training | Summer term INSET- April 17th  Additional staff meetings or briefing sessions if necessary | HT/SENDCO  All staff  Ongoing | Training completed/ briefings attended  All staff aware of contents of policy  (medium term)- gain asthma- friendly schools accreditation |
| Strategies to support emotional and social development of all pupils are developed and implemented by all staff. | Preventative strategies that help with emotional and mental health strategies are discussed as part of PSHE curriculum (ie physical activity/ fresh air/ good sleep etc)  Individual staff complete ‘Friends’ resilience training  Information cascaded to all staff about what it looks like for pupils (staff meeting)  Training rolled out to pupils in KS2  Run programme for half a term- assess impact and then continue for second half of summer term  Review and plan to deliver across whole school from September if effective | As part of teaching cycle for PSHE  Summer term 2023 and then assess effectiveness; | HT/SENDco/ KS2 staff | Lessons delivered and children can articulate and demonstrate some commitment to the ideas!  Training completed by key staff  Programme implemented with target year groups |
| Strategies to promote inclusion and sense of belonging for all pupils have been refined and developed | Children are taught about diversity in the widest sense as part of the PSHE curriculum;  books and resources around school reflect diversity as do eg author visits | As part of teaching cycle for PSHE | HT/SENDco/All staff/ | Children can articulate what diversity means to them; they can talk about ways in which people can be diverse and how such diversity is to be valued  Book stock and choice of authors reflects diversity |
| Ensure that staff training reflects the individual needs of pupils so that needs continue to be met and the best possible support is given to all pupils | Staff training on ADHD to be delivered  Staff training on supporting pupils with dyslexia to be delivered  Further staff training to be accessed depending on profile of needs of pupil cohorts |  |  | ILPs show clear understanding of strategies which help children learn  Children make increased progress due to match of most effective strategies to their needs |

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils/ adults can take advantage of education and associated services.**

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| Targets | Strategies | Timescale | Responsibilities | Success criteria |
| To improve the lighting in school and make it more user friendly | Replace old fluorescent strip lights with LED lighting on a rolling programme | Rolling 2 year programme   1. Corridors 2. Toilet areas 3. Classrooms 4. hall | HT | All lights are replaced |
| To resurface the path along the front of school and make it accessible | Obtain quotes and commission work | September 2023 | HT/Govs | Path is resurfaced |
| To resurface the school car park and eliminate trip hazards | Obtain quotes and commission work | September 2025 | HT/Govs | Car park is resurfaced |
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**Aim 3: To improve the delivery of information to pupils and parents.**

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| Targets | Strategies | Timescale | Responsibilities | Success criteria |
| Ensure written information to parents is accessible to all | Ask parents what would help make written communications from school easier to access (in all senses of the word)  Use feedback to improve communications  Use alternative formats if specifically requested or when it is likely that it would make communications more accessible for parents or individual pupils. | July 2023  September 2023  When requested | HT  HT  HT/Admin/all staff | Survey complete  Feedback has been considered  Alternative formats produced when appropriate |
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