

Newbrough C of E Primary School and Nursery

Accessibility Plan – 2015 to 2018

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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 Governing Body. At Newbrough C of E Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

This Accessibility Plan has been developed and drawn up in consultation with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to inform other school planning documents and policies. Progress and outcomes will be reported upon annually.

2. Vision Statement

At Newbrough C of E Primary School, we are committed to providing an environment which 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 relates to the key aspects of the physical environment, curriculum and written information.

It shows how access is to be improved for pupils, staff, parents, carers and visitors to the school who have disabilities 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 all pupils are prepared for life equally, regardless of any disability ; 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 school 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, carers 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:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
 - School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy
- Staff Behaviour Policy

The Accessibility Plan for physical accessibility is informed by the Access Audit of the school, which remains the responsibility of the governing body. 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 Governor Resource Management Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

3. Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment for all pupils, staff, parents, carers and visitors.
- **Improve the delivery of written information to pupils, staff, parents, carers and visitors with disabilities.**

Our objectives are detailed in the Action Plan below

4. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

4.1 Physical Environment

Pupils with a disability participate in extra-curricular activities. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are some parts of the school to which disabled pupils would have limited or no access at the moment.

4.2 Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. However, staff work hard to ensure that barriers to learning are minimised. Some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues may affect the participation of pupils with disabilities, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of people with disabilities: in effect, all the school's policies and procedures, written and unwritten.

4.3 Information

Different forms of communication can be made available to enable all pupils, staff and visitors to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils, parents, carers and staff with disabilities.

5. Access Audit

The school is a single storey building with wide corridors and several access points from outside. There are no internal stairs. EYFS and KS1 areas can all be accessed via a level external route as can the lower KS2 classroom. 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.

6. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

