

Newbold Church School

Accessibility Plan (VERSION 11)



Review: K Marsh June 2025

Approved: GB

Signed: Chair of Governors _____

Signed: Headteacher _____

Next Review: June 2026

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Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing board of Newbold Church School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility requirements for September 2020 New Starters are as yet unknown to school	EYFS lead speak to staff working with New starters in Nursery settings to identify any requirements / changes for September 2020 intake. Report to HT / SBM	SBM / HT to work with any other necessary outside agencies to implement required changes.	Summer 2020	Learning environment is accessible to all pupils due to start school September 2020	Summer 2021
	Review May 2021	- No requirements identified in transition meetings with Nursery settings and via communication with parents. - Visual impairment Team to assess needs for a child with significant. visual impairment – no further actions required.				
	Accessibility requirements for September 2021 New Starters are as yet unknown to school	EYFS lead speak to staff working with New starters in Nursery settings to identify any requirements / changes for September 2021 intake. Report to HT / SBM	SBM / HT to work with any other necessary outside agencies to implement required changes.	Summer 2021	Learning environment is accessible to all pupils due to start school September 2021	Summer 2022
	Review May 2022	No requirements identified in transition meetings with Nursery settings and via communication with parents.				

		Visual impairment Team to assess needs for a child with significant. visual impairment – no further actions required.				
	Accessibility requirements for September 2022 New Starters are as yet unknown to school	EYFS lead speak to staff working with New starters in Nursery settings to identify any requirements / changes for September 2022 intake. Report to HT / SBM	SBM / HT to work with any other necessary outside agencies to implement required changes.	Summer 2022	Learning environment is accessible to all pupils due to start school September 2022	Summer 2023
	Accessibility requirements for September 2023 New Starters are as yet unknown to school	EYFS lead speak to staff working with New starters in Nursery settings to identify any requirements / changes for September 2023 intake. Report to HT / SBM	SBM / HT to work with any other necessary outside agencies to implement required changes.	Summer 2023	Learning environment is accessible to all pupils due to start school September 2023	Summer 2024
	Accessibility requirements for September 2024 New Starters are as yet unknown to school	EYFS lead speak to staff working with New starters in Nursery settings to identify any requirements / changes for September 2024 intake. Report to HT / SBM	SBM / HT to work with any other necessary outside agencies to implement required changes.	Summer 2024	Learning environment is accessible to all pupils due to start school September 2024	Summer 2025
	Review June 2025	No requirements identified in transition meetings with Nursery settings and via communication with parents.				
	Accessibility requirements for September 2025 New Starters	EYFS lead / EYFS teacher speak to staff working with New starters in Nursery settings to identify any	SBM / HT to work with any other necessary outside agencies to	Summer 2025	Learning environment is accessible to all pupils due to start	Summer 2026

	are as yet unknown to school	requirements / changes for September 2025 intake. Report to HT / SBM	implement required changes.		school September 2025	
Medium term	Outdoor learning environment is not safely accessible by all Year 2	Pathway to Forest areas to be laid from back of school hall, to allow wheelchair access to Forest schools area.	DCC to arrange, working in collaboration with SBM and Caretaker.	Autumn 2020	Learning environment is accessible to pupils with visual and physical impairments	Autumn 2021
	Review May 2021	Pathway to forest schools area laid				
	Hall is not accessible for wheelchair user via external pathway from Year 1 classroom	Step to be taken out of external pathway and made into a sloped pathway, meeting all H&S requirements.	HT / SBM to work with DCC to ensure that the plans / drawings that are already in place are correctly implemented.	Summer 2021	Learning environment is accessible to pupils with physical impairments	Autumn 2021
	Review May 2022	Pathway from Y1 classroom to hall now in place and accessible to wheelchair users.				
Long term	Current IT provision does not have full capability to provide for the needs of pupils with physical disabilities e.g. modified keyboards / mouse / screen.	Investigate the products available to best suit the upcoming needs to the relevant children in the school, and also with a view to 2025 new starters	SEND and Computing lead to work with PI team	Autumn 25 / Spring 26	All children able to access learning via modified IT provision.	Summer 26

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Teaching spaces around school to be adapted for the changing needs of children moving from Y1 to Y2 in September 2020	Hall tables Classroom tables Writing equipment Cutlery	HT , Y1 teacher , Y2 teacher to work with PT to identify changes required. SBM and caretaker to organise any tasks as a result of required changes.	Summer 2020	Year 2 is ready to accept children with physical needs, and has appropriate equipment and furniture to provide for needs.	Summer 2021
	Review September 2020	All points above have been actioned.				
	Teaching spaces around school to be adapted for the changing needs of children moving from Y2 to Y3 in September 2020	Hall tables Classroom tables Writing equipment Cutlery	HT , Y2 teacher , Y3 teacher to work with PT to identify changes required. SBM and caretaker to organise any tasks as a result of required changes.	Autumn 2021	Year 3 is ready to accept children with physical needs, and has appropriate equipment and furniture to provide for needs.	Spring 2022
	Review September 2021	All points above have been actioned.				

	Teaching spaces around school to be adapted for the changing needs of children moving from Y3 to Y4 in September 2022	Hall tables Classroom tables Writing equipment Cutlery	HT , Y3 teacher , Y4 teacher to work with PT to identify changes required. SBM and caretaker to organise any tasks as a result of required changes.	Autumn 2022	Year 4 is ready to accept children with physical needs, and has appropriate equipment and furniture to provide for needs.	Spring 2023
	Taps in KS1 toilets are push button, causing problems for new starter in EYFS September 2022, who is unable to use required force.	Replace push tap with lever taps in KS1 boys toilet.	SBM to ensure that work is undertaken as part of the KS1 toilet refurbishment project, as managed by YMDBoon	Summer 2022	All children able to turn taps on and off in KS1 cloakrooms	Summer 2023
Medium term	Physical environment of the school causing some issues for the general day to day use for some children in year 2.	Edging of plinth underneath the school motto to be highlighted in white. Door step in and out of Y2 area to be highlighted in yellow tape.	Caretaker Caretaker	Summer 2020	Year 2 for September 2020 are able to move freely and confidently around the school.	Summer 2021
	Review May 2021	Plinth underneath school motto has been removed. Door step highlighted.				
	Physical environment of the school causing some	New accessible bathroom to be constructed via the	SBM HT	Summer 2020	Accessible toilet facilities avail for all	January 2021

	issues for the use of toilet facilities for child moving from EYFS to Y1.	reconfiguration of the existing Junior cloakroom area, working in partnership with PI team at DCC	PI Team DCC YMD Boon		children across school who require, alongside couch and hoist access for child in Year 1.	
	Review September 2020	All points above have been actioned.				
	The school path causing some safety issues for children in wheelchairs to access the school site safely – tree roots causing the surface to be uneven.	Path to be re-laid with a new surface, that extends into the courtyard. New edging strip on steps in courtyard area as part of the work.	SBM to manage the project alongside YMDBoon, as part of an academy CIF bid.	Summer 2022	Children in wheelchairs, or whom a unsteady on feet and struggle with balance, able to access the site more easily and without fear of accident.	Summer 2023
	Configuration of the KS1 toilets means that adults struggle to access in order to help children whose disability may be hindering them to develop self care skills	Refurbishment of toile area in KS1 to make more use of available space, and allow greater adult access.	SBM to manage the project alongside YMDBoon, as part of an academy CIF bid.	Summer 2022	Children with a limiting disability can still access the toilet area, where appropriate, with limited adult support, therefore encouraging development of self care skills.	Summer 2023
	Carpets causing hazard to those using walking aids,	New carpets to be laid through main corridor of the school and	SBM / HT to work with YMDBoon to ensure that	Summer / Autumn	Learning environment is accessible to pupils	Spring 2024

	or with depth perception problems.	into affected classrooms Y1 – Y6	planning for new flooring in place and all flooring laid correctly with inlaid wipe mats – colour to ensure differentiation is apparent.	2023	with visual and physical impairments	
	Discrepancies in effectiveness of lighting across school, where some areas are reported as too bright (currently lit with lamps causing possible trip hazard for those with physical / sight impairment), and in other areas not bright enough to aid with depth perception difficulties.	Lighting to be updated to consistent standard across school, using energy efficient lighting. All lighting to be set of a 3 way switch to allow lighting levels to be lowered when appropriate.	SBM / HT to work with YMDBoon to undertake full project for renovation of the lighting systems.	Summer / Autumn 2023	Learning environment is accessible to pupils with visual and physical impairments	Spring 2024
	Physical environment in the reception classroom will not meet Health and safety Risk assessment requirements for a child entering EYFS.	Create a sensory area, meeting safety requirements and educational need, ensuring that the child is safe in school and able to access appropriate activities in line with IEP requirements.	KM / JB / SENDCO to plan and oversee the renovation of the current NURTURE space to provide a sensory room for the child, and possible other child entering EYFS. New flooring / painting / sink area / access gate /	Summer 2024	Learning environment is accessible, safe and fit for purpose for EYFS child working significantly below age expectations.	Summer 2025

			educational resources.			
	Review June 2025	All points above have been actioned.				
	Paving stones at the back of the hall are uneven and may cause a trip hazard for those with mobility issues or cause wheelchair to tip.	Paving stones to be lifted and relayed, cracked stones replaced.	HT / SBM to work with YMDBoon and CIF bid funding to arrange contractors.	Summer 2025	Learning environment is accessible to pupils with physical impairments	Summer 2026
Long term	Access to the lower playground for children with physical disabilities is limited, due to the high level grab rail (adult height)	A lower grab rail is required (child height) for the stairs between the infant and junior year, and again from the junior yard to the ramp to the classroom door access.	JB to investigate a provider to undertake the work.	Autumn 2025 (child for whom school has concerns moving Y2 – Y3)	Full access available to all children to all playground areas.	Autumn 2026
	Access to the top outdoor area in EYFS for children using a wheelchair is limited, due to stairs used for access.	Consideration to be given to access via the nursery gate, and a patio / platform area established on the top garden to allow a secure space for a wheelchair to be stationed, giving fuller access to top garden.	KP to work with medical and early years professionals to consider the needs of upcoming new starter on an annual basis.	Summer 2025	Full access available for all EYFS children to top garden area.	Summer 2026

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Medium Term	Children with hearing impairment to be catered for fully in EYFS and Year 1	Consider changes required and the input of a loop hearing system to ensure that hearing impaired children are fully catered for in EYFS and Y1.	HT, EYFS teacher and Y1 teacher to work with SBM and Hearing impairment service to identify requirement and action changes.	Summer 2020	Children who suffer from hearing impairment are able to fully access the curriculum in school.	Summer 2021.
	Review September 2020	No points to report.				
Short Term	Children with hearing impairment to be catered for fully in Year 2	Ensure that staff are fully briefed on hearing aid system for Year 2 child, to help with improved access.	HT, Y1 teacher and Y2 teacher to work with SBM and Hearing impairment service to identify requirement and action changes.	Autumn 2021	Children who suffer from hearing impairment are able to fully access the curriculum in school.	Spring 2022
	Review Summer 2022	System used consistently well				

	Children with hearing impairment to be catered for fully in Year 3	Ensure that staff are fully briefed on hearing aid system for Year 3 child, to help with improved access.	HT, Y2 teacher and Y3 teacher to work with SBM and Hearing impairment service to identify requirement and action changes.	Autumn 2022	Children who suffer from hearing impairment are able to fully access the curriculum in school.	Summer 2023
	Children with hearing impairment to be catered for fully in Year 4	Ensure that staff are fully briefed on hearing aid system for Year 4 child, to help with improved access.	HT, Y4 teacher and Y3 teacher to work with SBM and Hearing impairment service to identify requirement and action changes.	Autumn 2023	Children who suffer from hearing impairment are able to fully access the curriculum in school.	Summer 2024
	Children with hearing impairment to be catered for fully in Year 5	Ensure that staff are fully briefed on hearing aid system for Year 5 child, to help with improved access.	HT, Y4 teacher and Y4 teacher to work with SBM and Hearing impairment service to identify requirement and action changes.	Autumn 2024	Children who suffer from hearing impairment are able to fully access the curriculum in school.	Summer 2025
	Children with hearing impairment to be catered for fully in Year 6	Ensure that staff are fully briefed on hearing aid system for Year 6 child, to help with	HT, Y4 teacher and Y4 teacher to work with SBM and Hearing impairment	Autumn 2025	Children who suffer from hearing impairment are able to fully access the	Summer 2026

		improved access.	service to identify requirement and action changes.		curriculum in school.	
Long term	The school does not currently have the capability to cater for partially sighted children.	As the chance of working with a partially sighted child increases, discuss what provision can be resourced for the school to put in place and action accordingly	SEND lead and SBM to work with visual impairment team	Spring 2022 onwards	For children who are partially sighted to be fully integrated into the school.	Summer 2023
	Not required during academic year 2023 – 2024 – SENDCO aware in case of changes required in 2024 – 2025 or 2025/2026					
	The school is expecting more children with hearing impairment to join (current attendance at baby group, supported via hearing impairment team), meaning there may be further adaptations required as the children join the main school or nursery	As the chance of working with a child suffering full or partial hearing impairment increases, discuss what provision can be resourced for the school to put in place and action accordingly	SEND lead and SBM to work with visual impairment team	Autumn 2025 onwards	For children who suffer hearing impairment to be fully integrated into the school.	Summer 2026