



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU

## Accessibility Plan

Date adopted: October 2019

Date approved: January 2023

Review Date: October 2026

### Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002. It also takes into account the Equality Act 2010: advice for schools DfE (February 2013) and the SEND Code of Practice 0 – 25 (2015).

### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

### **Key objectives**

To reduce and, where possible eliminate barriers to accessing the curriculum and to full participation at Newport Primary School, for pupils and prospective pupils, with a disability.

### **Principles**

Compliance with the DDA is consistent with our school's aims and equal opportunities policy, and the operation of our SEN policy. Newport Primary School recognises its duty under the DDA (as amended by SENDA)

- not to discriminate against pupils with disabilities in their admission and exclusions, and provision of education and associated services
- not to treat pupils with disabilities less favourably
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage
- To publish an accessibility plan

We recognise and value parent's knowledge of their child disability and its effect on his/her ability to carry out normal activities, and respect the parent's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; endorse the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting up suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

### **Activity**

- a) Education and related activities

Newport Primary will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

b) Physical environment

We will always take into account the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when requested or required.

**Action Plan**

This policy is in conjunction with the school's accessibility action plan detailed below.

**Linked Policies**

This plan will be used in the review and revision of the related school policies:

- School development plan
- SEND policy
- Equal opportunities policy
- Curriculum policy

**Physical Access**

Objective	Strategy	Outcome	Timescale	Success Criteria
Access to school will be clear.	The school will approach the Highways commission to request drop kerbs.	A commitment from the Highways commission that the kerb can be lowered	September 2022	The pavement that leads to the school will have a dropped kerb.
For the doorbell to be clearly visible.	To make the doorbell easier to see, by adding clear signage.	Signage to be purchased	September 2019	The doorbell will be easier to see.  Achieved
All of the classrooms to be easily accessible to wheelchairs.	Investigate the cost of a portable ramp.	Ramps will provide access to classrooms when required	September 2020	Ramp will be available when needed and easy access into classrooms.  Access to all classrooms can be achieved by wheelchair without a ramp.
To have handrails next to the step up into the classrooms to support access into them (external doors).	Consider installing if needed.	There will be support available for entering into the classroom.	September 2022	Handrails installed and easy access into classrooms.
It will be clear which classroom belongs to which year group and name of class.	Ask teachers to put clear and large signs up	All community members will know which classroom belongs to which year group and name of class.	By Summer 2020	Easy knowledge of where each classroom is.  Achieved
An induction loop for those with hearing impairment to be installed in school.	Investigate cost, implement as soon as financial viable.	Hearing impairment support	End of Summer 2024	People with hearing impairment will have induction loop to ensure

Newport Primary School - Accessibility action plan.

				clear communication is possible.
Corridors are tidy and clear to ensure there are no problems for the visually impaired and wheelchair users.	Encourage pupils and teachers to keep corridors tidy. Teacher for the visually impaired to audit the school and action any recommendations.	Corridors are free of clutter	Ongoing	The corridors will be tidy and clear and the visually impaired and wheelchair users will have clear access around the school.
To ensure that visitors and members of our community with a physical disability are able to access the school.	Ensure there are parking bays allocated for those with disabilities.	Protected parking spaces will be clearly labelled.	September 2022	Visitors and stakeholders will be able to access school easily.
To ensure that the school can be evacuated quickly in case of emergency.	To make sure all new areas of school and access paths are suitable for wheelchair access and are navigable by our children, especially those with PEEPS.	Pupils and adults with difficulties have a safe route of any part of our school	Ongoing and checked termly	Practice drills will evidence that the school can be evacuated successfully and within an acceptable time.

**Curricular Access**

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Outcome</u></b>	<b><u>Timescale</u></b>	<b><u>Success Criteria</u></b>
To continue with CPD through staff meetings/training to ensure staff are knowledgeable in the needs of pupils with special educational needs and disabilities and strategies to support them.	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset.	All teachers fully meet the requirements of children with disabilities needs with regards to accessing the curriculum.  Pupil Progress meetings Parent meetings	Ongoing	Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment, complying with all current and future legislative requirements.	Ongoing	Access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	More time available for pupils to participate in curriculum activities.
Training for Governors in terms of Raising Awareness of Disability Issues.	Provide training for governors.	Whole school community aware of issues relating to access.	Ongoing  Training Summer 2020	The local area will benefit by a more inclusive school and social environment.
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	Pupils needs are appropriately met through effective deployment of skilled support staff.	Ongoing	All pupils are supported to achieve their full potential.

**Written Access**

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Outcome</u></b>	<b><u>Timescale</u></b>	<b><u>Success Criteria</u></b>
Availability of written material in alternative formats.	The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats.	The school will be able to provide written information in different formats for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing	Delivery of information to pupils and parents with disabilities will be improved.
Make available school website, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all through hard copy and website.	Ongoing New website April 2019. Use of SchoolApp May 2019	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Seek advice on alternative formats and use of IT software to produce customized materials.	All school information available for all.	September 2020	Delivery of school information to pupils and parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need.	Training on a range of issues such as functional use of sign language, and managing Speech and Language Therapy plans as required. Other training as required.	Awareness of target group raised.	April 2020	School is more effective in meeting the needs of pupils.