

Newton Tony CE VC Primary School	
Accessibility Plan	
Policy agreed	September 2017
Policy review	September 2020

Newton Tony CE VC Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. We are committed to providing an environment that enables full curriculum access 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. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Our Inclusion Vision is for every child in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these young people to achieve all that they can. We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our children, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

Our aim is for every child to:

- self-aware and develop the necessary skills and knowledge to respond effectively to the challenges of the future
- be confident; have a strong sense of right and wrong; be adaptable and resilient
- be able to self-direct and develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning
- be able to contribute, work and communicate effectively with others, and to strive for excellence.

We will ensure that we:

- develop our school culture, policies and practice in order to include all our children
- access the right training and ongoing professional development to enable our continued focus on the process of further developing inclusion
- found our inclusive approach on respect for difference and a commitment to building relationships that benefit every child

- offer all our children, choice, flexible and appropriate support, and support and facilitate the inclusion of their views.

We asked our children and their parents/carers their opinions about inclusion ...these are their responses:

Great parent/teacher relationships

Staff are open to discuss all aspects of my child's care

Staff are enthusiastic and engaged

Children feel valued as individuals and achievements are recognised

Our children are cultivated and nurtured in a Christian way

Children are taught to manage worries and problems

Small school that promotes community family values

Caring and confidence building ethos where older children 'step up' and organise things for the younger children

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a three-year projected action plan. Our plan was drawn up in September 2017 to reflect statutory requirements for the setting of equality objectives. Equality Objectives are linked to seven 'protected characteristics' which must be considered in schools: Race, gender, SEN & Disability, religion & belief, language, sexual orientation and gender identity. The Accessibility Plan is structured to complement and support the school's equality objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Purpose

Newton Tony CE VC Primary School's Accessibility Plan sets out how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The Accessibility Plan will contain relevant and timely actions to:

- improve 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 able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equality Act 2010); this covers 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 time-frame;
- improve 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 time-frame;
- improve the delivery of **written information** to pupils, staff, parents, and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time-frame.

Scope, communication and monitoring

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. New Plans will be drawn up every three years (or sooner if required). School training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan should be read in conjunction with the Equality Policy, SEND Policy, Child Protection and Safeguarding Policy, Teaching and Learning Policy and other school policies, strategies and documents.

The main building has undergone extensive refurbishment and extension works completed in 2009 when the new atrium was built at the front of the school. In 2015, the new mobile classroom was situated at the rear of the school. The new works to both buildings comply with the building regulations and DFE requirements around disabled access and fire safety. No adaptations or reasonable adjustments were made to the school for any specific child or member of staff as there was no specific requirement to do so.

Where a need arises to undertake any specific adaptations and reasonable adjustments these will be taken forward where this is physically practicable to do so. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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. It will be monitored through the Governor Management Committee. The school will work in partnership with the Local Authority and the Diocese of Salisbury 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.

Behaviour, Emotional and Social Development.

Our school will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs
- include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school positive Behaviour Policy including Restorative Justice Practice. If a child or young person has special educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them
- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.

Access to the curriculum Plan 2017-2020

In line with the new Teachers' Standards (September 2012), and a quality first teaching approach, Newton Tony Primary School will endeavour to:

Objective	Strategy	Outcome	Timeframe	Resources	Achievement
To adapt our differentiated teaching to respond to the strengths and needs of all our children	<p>Continue ongoing training for teachers and support staff on different aspects of SEN including differentiation</p> <p>Follow the guidance in the Wiltshire Indicators and Provision Document (WIPD), which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary.</p>	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	<p>Ongoing</p> <p>Review the needs of children with specific issues in each class provide all relevant training as required.</p>	<p>Wilts CPD LA training</p> <p>Make informed decisions about how best to target available funding in the future through ongoing reviewing of class needs</p>	<p>Children with SEND are able to access the curriculum successfully as their needs are accommodated and planned for.</p> <p>recognise and unlock the potential of pupils and develop a strong culture for success</p>

<p>To demonstrate a secure understanding of how a range of factors can inhibit a child's learning in a new setting</p>	<p>Ensure the effective supported transition of vulnerable children and young people through transition meetings.</p> <p>To introduce one page profiles.</p>	<p>All staff liaise with outside agencies and other schools to ensure transitions are managed effectively.</p> <p>Class teachers to complete one page profiles 'All about me' on every child which will continue with the child</p>	<p>Ongoing training opportunities with outside agencies.</p> <p>Transition meetings Summer term.</p>	<p>Open mornings</p> <p>Transition meetings with SENCo, preschool, KS3 and internally between class teachers</p>	<p>All children feel confident to transition to their new setting. Parents and carers feel secure in the understanding that their child has a supported transition.</p>
<p>Access arrangements to meet individual's needs when taking tests, will be applied for and support provided when required.</p>	<p>SENCO/Class Teacher will ensure appropriate timely testing and reports are provided in order to apply for access arrangements</p>	<p>Enhance the life chances of our most vulnerable children by meeting their individual needs, and any barriers to achieving their full potential will be removed.</p>	<p>Ongoing</p> <p>Applications for access arrangements Dfe deadlines are met</p>	<p>Evidence must be provided that a child has needed support throughout the year eg. Increased support by an adult to access tests, or a reader, or more time</p>	<p>Children will be able to undertake external SATs tests as appropriate access arrangements have been made or children will be disapplied if all involved feel the child cannot access the tests.</p>
<p>All educational visits and after school clubs accessible to all children including those with physical disabilities (visual, hearing, mobility, speech or mental health)</p>	<p>Undertake assessments to overcome physical barriers. eg. steps. Look to seek ways of gaining financial support for families to access visits and clubs</p>	<p>All children eg. Service, SEND, Pupil Premium are provided with the ability to access activities.</p>	<p>ongoing</p>	<p>TA with multisensory experience for after school club</p> <p>ELSA to manage breakfast club</p> <p>Funding</p>	<p>All children feel valued and included within the school raising self-esteem and confidence</p>
<p>To train relevant staff on strategies for inclusion of pupils with EAL</p>	<p>Staff attend appropriate training.</p> <p>Outreach provision from external agencies.</p>	<p>Relevant staff are familiar with the criteria for identifying specific needs and how best to support children with EAL in the classroom.</p>	<p>As required</p>	<p>Wilts CPD training</p> <p>EAL agency support EMAS</p>	<p>Pupils with EAL are successfully included in all aspects of school life.</p>

Access to the Environment Plan 2017-2020

Our school is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils if required. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty . Our school will ensure we access the best advice and guidance from the Inclusion Development Programme (IDP) for supporting pupils on the Autism Spectrum, as well as referring to the SWASS (Support in Wiltshire for Autism: School Strategies/Early Years and Foundation version). We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- o issues of physical space and how to reduce distractions
- o opportunities to present information visually
- o providing organisational strategies to complete activities
- o having visual structure to help with organisation, increase clarity and provide instruction.

Objective	Strategy	Outcome	Timeframe	Resources	Achievement
Make reasonable adjustments where practicable to meet disabilities (eg visual, hearing, mobility, speech or mental health)	<p>Undertake accessibility audits, as required to ensure the appropriate adjustments are made to meet the needs of the individual child</p> <p>A suitable space provided for therapy including ELSA and counselling</p> <p>Venues for educational trips and visits are accessible for children with mobility difficulties.</p> <p>General and room signs are easy to read and at the correct height</p> <p>Ensure all new building complies with the Acoustic Design of Schools guidance (BB93)</p>	Individual children have access to the facilities eg building, grounds learning material	<p>Ongoing</p> <p>Review the needs of children with specific needs in each class as they are admitted to the school</p>	<p>Management governor committee</p> <p>Budget review</p>	Individual children are fully involved and feel part of the school

	<p>Consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors</p> <p>consider installing soundfields into new and existing classrooms as these benefit all children, improve behaviour and concentration, and take away the strain on teachers' voices</p>				
<p>Internally: Keep all access routes , staff room, classrooms, hall and cupboards tidy at all times to ensure physical access</p>	<p>Good housekeeping awareness from all children and adults. School Council eco monitor checklist completed daily</p> <p>Children with mobility difficulties are taught in accessible teaching rooms</p> <p>We will carry out painting of edges of step and ramps</p> <p>we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.</p>	<p>Clean, tidy, easy to access routes and areas which are safe and fully usable</p>	<p>ongoing</p>	<p>All staff have the responsibility to monitor internal and external housekeeping</p>	<p>A sense of pride in maintaining a high standard in the internal physical environment of the school</p>
<p>Externally: Keep all externally areas clean and tidy and free of redundant material</p>	<p>Good daily housekeeping awareness from all children and adults</p> <p>we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.</p>	<p>Clean, tidy access routes and areas which are safe and fully usable</p>	<p>ongoing</p>	<p>All staff have the responsibility to monitor internal and external housekeeping</p>	<p>A sense of pride in maintaining a high standard in the internal physical environment of the school</p>

<p>Ensure Personal Emergency Evacuation Plan (PEEP) are in place for all vulnerable pupils and adults</p>	<p>Class teachers to put in place PEEP and ensure everyone is informed and trained (if required)</p> <p>Ensure teachers attend the training provided by the Advisory Teacher for Hearing Impairment that is provided free of charge to schools with HI children</p>	<p>Safe evacuation of any vulnerable persons</p>	<p>As required ongoing</p>	<p>PEEP documentation kept in FIRE folder in HT office.</p>	<p>Safe environment</p>
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Access to written information and Admissions Plan 2017-2020

Our school will not take any action that might discourage the admission of any pupil with a disability. Local Authority staff will continue to be involved in assisting with issues regarding individual placements. N.B. Admissions policies may vary in academies and voluntary aided and foundation schools. See our school website for admission details. Engagement with parents/carers and stakeholders. Our school/academy recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community. The school have a home school partnership agreement which children/parents/carers/ school teachers sign. We also have a partnership agreement with our local pre-school, when they rent our building space.

Our school/academy recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community.

Objective	Strategy	Outcome	Timeframe	Resources	Achievement
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<p>Awareness of parents who may have difficulty accessing standard communication formats , and provision of alternative communication.</p>	<p>Approach parents/carers with EAL or learning needs or SEND disabilities (visual, hearing, mobility, speech or mental etc) to ensure they get the information they need from the school / LA.</p> <p>Explain the measures that we are taking to promote accessibility to the curriculum and environment on our website and in our prospectus</p> <p>where necessary, provide sign language interpretation for parents, or information in alternative formats, e.g. using a specialised computer programme for visually impaired</p> <p>be clear about where parents/carers can obtain paper copies of information (in a range of languages) should parents and carers not have access to the internet.</p>	<p>Parents/carers with EAL or other communication needs or physical disabilities (visual, hearing, mobility, speech mental etc) will know what is happening within the school.</p>	<p>Ongoing</p>	<p>Support from LA for accessing EAL language support for children/ families and also documents</p> <p>Advertising in local press/websites</p>	<p>Delivery of information to pupils and parents/ carers improved and accessible to all</p>
<p>Survey parents/carers as to the quality of communication to seek their opinions as to how to improve and what are our successes.</p>	<p>Send out survey to parents regarding quality and suitability of communication.</p>	<p>Parental opinion is surveyed and action taken appropriately.</p>	<p>Summer 17 Summer 18 Summer 19 Summer 20</p>		<p>Parents to feel they can easily access information published by the school. Delivery of school information to parents and the local community</p>

Ensure parents/carers who are unable to attend school because of their disability, can access parents evenings, meetings and events	Make individual contact to arrange for home visits or telephone conversations	All parents/carers feel included- Inclusive policy and fully involved with their child's education	ongoing		Parents/Carers included and informed
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