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| Newton Tony Primary School CE VC | |
| Accessibility Plan | |
| Policy agreed | 17/10/2024 |
| Policy review | 17/10/2027 or as required |

Our School Vision

Our school is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. We believe that 'Everyone cares and Everyone counts'. In our school our vision is underpinned by the bible verse 'Love One Another As I Have Loved You' (John 15:12); it shapes all we do.

Our Commitment

Our 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 children, staff, parents/carers 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.

We aim 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 be:

- self-aware and develop the necessary skills and knowledge to respond effectively to the challenges of the future
- confident; have a strong sense of right and wrong; be adaptable and resilient
- 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
- 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
- plan the foundation of 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 October 2024 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 Primary School's Accessibility Plan sets out how access is to be improved for disabled children, 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 children 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 children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally prepared for life as able-bodied children; (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 children 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 children, 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 and Child Protection Policy, Curriculum Policy and other relevant 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 mobile classroom was situated at the rear of the school. All 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 children 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 2024 -2027

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

| Objective | Strategy | Outcome | Timeframe | Resources | Achievement |
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| <p>adapt our differentiated teaching to respond to the strengths and needs of all our children</p> | <p>Continue ongoing CPD training for teachers and support staff on different aspects of SEND including differentiation.</p> <p>Participate in the school network opportunities to develop Quality First Teaching</p> <p>Engage with external agencies eg Behaviour Support Team and SEND Specialist Service</p> <p>Follow the guidance in the Wiltshire Early Years Graduated Response to SEND Support</p> | <p>All staff are trained and confident with delivering differentiated teaching linked to accessibility and inclusivity.</p> | <p>Ongoing</p> <p>Support mobility through reviewing the needs of Children on arrival and provide all relevant training as required.</p> | <p>CPD through Rightchoice and external sources.</p> <p>Head teacher and governors to make informed decisions about how best to target available funding in the future through ongoing reviewing of class needs</p> | <p>All children are able to access the curriculum successfully as their needs are being met.</p> <p>We recognise the potential of all children and develop a strong culture for success.</p> |

| Objective | Strategy | Outcome | Timeframe | Resources | Achievement |
|--|---|--|---|--|--|
| To demonstrate a secure understanding of how a range of factors can inhibit a child's learning in a new setting | <p>Ensure effective transition of all children including disadvantaged children through transition meetings with pre-schools, secondary schools and transfer primary schools.</p> <p>To keep records on INSIGHT and CPOMS.</p> <p>Ensure new starters are part of the 'buddy' system.</p> | <p>Head teacher to liaise with outside agencies and other schools to ensure transitions are managed effectively.</p> <p>Class teachers to record details on INSIGHT and CPOMS for every child which will continue with the child</p> | <p>Transition meetings as required. Summer term for pre-school and secondary schools transitions.</p> <p>Ensure CPOMS transfers are timely.</p> | <p>Engage with other settings/agencies and parents/carers.</p> <p>CPD opportunities monitored on Rightchoice.</p> <p>Transition meetings with SEND Leads, preschool, KS3 and internally between class teachers</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. |
| Access arrangements to meet individual's needs when taking tests, will be applied for and support provided when required. | Head Teacher/SEND Lead and Class Teacher will ensure appropriate timely testing and reports are provided in order to apply for access arrangements | Enhance the life chances of our disadvantaged children by meeting their individual needs, and any barriers to achieving their full potential will be removed. | In line with DfE guidance | Deadlines for DfE access arrangements are met by Head Teacher. | Children will be able to undertake external DfE tests as appropriate access arrangements have been made or children will be disapplied if all involved feel the child cannot access the tests. |
| All educational visits and after school clubs accessible to all children including those with physical disabilities (visual, hearing, mobility, speech or mental health) | <p>Undertake assessments to overcome physical barriers.eg. steps.</p> <p>Head Teacher and finance officer to seek ways of gaining financial support for families to access visits and clubs</p> | All children are provided with the financial means and ability to access activities. | ongoing | <p>We employ trained Teaching Assistants to manage after school club and breakfast club ensuring trained and experienced staff to support all children</p> <p>We use child premium, service premium, PE/Sports premium and the</p> | All children feel valued and included within the school raising self-esteem and confidence |

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| | | | | school fund to ensure all children can access visits and trips. | |
| To train relevant staff on strategies for inclusion of children with EAL | Staff attend EMTAS training opportunities. Head teacher to access support from external agencies eg EMTAS through Rightchoice. | All staff are familiar with the criteria for identifying specific needs and how best to support children with EAL in the classroom. | As required | Wilts Rightchoice CPD training and access to support from EMTAS | Children with EAL are successfully included in all aspects of school life. |

Access to the Environment Plan 2024-2027

Our school is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for children if required. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled children 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 children 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 children 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 |
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| Make reasonable adjustments where practicable to meet disabilities (eg visual, hearing, mobility, speech or mental health) | Liaise with Wiltshire council to ensure that reasonable adjustments are made to meet the needs of the individual child. Head teacher to monitor the grounds to ensure all | Individual children have access to the facilities in their environment. | Ongoing Review the needs of children with specific needs in each class as they join our school | Management governor committee to monitor budgeting and planned works.purchases over £3000 Budget for subscription to ELSA network meetings and resources for ELSA provision to ensure high quality pastoral care. | Individual children are fully involved and feel part of the school |

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| | <p>children can access their environment</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>Ensure all new building complies with the Acoustic Design of Schools guidance (BB93)</p> <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>Budget for lease of building space for ELSA provision.</p> <p>Staff complete risk assessments using EVOLVE https://evolve.edufocus.co.uk and KADDI https://kaddi.com/</p> <p>All classrooms have now been refurbished to include fabric blinds, ceiling tiles, close fitting doors and carpets. Continue as necessary with refurbishment programme.</p> | |
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| Objective | Strategy | Outcome | Timeframe | Resources | Achievement |
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| <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 adults and children.</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>Head teacher completes a termly health and safety 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 and report internal and external housekeeping issues.</p> <p>Contractors will be sourced when needed.</p> <p>Compliance and maintenance scheme subscription with Wiltshire LA.</p> | <p>A sense of pride in maintaining a high standard in the internal physical environment of the school and all children and adults can access all routes and areas safely.</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>Head teacher completes a termly health and safety 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>Contractors will be sourced when needed.</p> <p>Compliance and maintenance scheme subscription with Wiltshire LA.</p> | <p>A sense of pride in maintaining a high standard in the internal physical Environment of the school so all children and adults can access routes and areas safely.</p> |

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| <p>Ensure Personal Emergency Evacuation Plan (PEEP) are in place for all vulnerable children and adults</p> | <p>Class teachers to complete PEEP for vulnerable child or adult in their classroom and ensure information is shared with all staff.</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 and adults.</p> | <p>Safe evacuation of every child and adult.</p> | <p>As required ongoing</p> | <p>PEEP documentation template on EVOLVE Contact Head Teacher or EVC Lead for advice.</p> | <p>Safe evacuation of all children and adults.</p> |
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Access to written information and Admissions Plan 2024 2027

Our school will not take any action that might discourage the admission of any child 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 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 recognises that we have a statutory duty to provide Accessible Information to our parents/carers and children, 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 all parents/carers to ensure they can access 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 through publishing the accessibility plan on our school website.</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>Parents/carers including those 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>EMTAS language support for children/ families and also documents</p> <p>LA SENS Team support for advice and guidance.</p> | <p>Delivery of information to all children and parents/ carers improved and accessible to all</p> |

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| | Parents/carers that they can obtain paper copies of information (in a range of languages) should parents and carers not have access to the internet. | | | | |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve and what are our successes. | Send out survey to parents regarding quality and suitability of communication. Responses added to the Accessibility Plan. | Parental opinion is surveyed and action taken appropriately. | Autumn 2 term 2024. Reviewed annually | Microsoft FORM survey distributed by admin/finance officer. Paper copies available. | Parents can access information published by the school. Successful delivery of school information to parents and the local community |
| Ensure parents/carers who are unable to attend school because of their disability, can access parents evenings, meetings and events | Class teachers to make individual contact with parents who do not sign up to the online parents meetings portal. Arrange for telephone conversations or remote TEAMS meetings. | All parents/carers feel included and fully involved with their child's education | ongoing | Telephone TEAMS app | Parents/Carers included and informed |