



## Newchurch Community Primary School Accessibility plan September 2021

At Newchurch Community Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We recognise that children with Special Educational Needs are an integral and valued part of our school community. We believe that every child matters and our inclusive philosophy stresses the right of all children to be fully involved in all aspects of school life. Our curriculum ensures that every child has the opportunity to shine and have their achievements recognised.

Our core values of Respect, Reciprocity, Resilience, Reflection, Responsibility, and Resourcefulness ensure our school is truly inclusive. The school works closely with parents and health education professionals in the process of identifying and meeting the individual special needs of children. Further information about our provision for children with learning disabilities is set out in our SEND Policy and SEND Information Report.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled stakeholders

Newchurch aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The general duty has three parts which the school must pay due regard:

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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.

1. To eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this Act
2. To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. To foster good relations between persons who share a relevant protected characteristic and persons who do not share it

In order to fulfil the above three aims, Newchurch has two sets of specific duties:

1. To publish information which demonstrates our compliance to the act
2. To prepare and publish specific and measureable objectives which will will pursue over the coming years to achieve the aims

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments and long term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage.

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.

### Objectives

Newchurch CP School is 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.

The school recognises and values a parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Newchurch CP Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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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 contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools 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 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.

#### The School Profile

There are children at Newchurch Primary School with a variety of needs including:

- Physical disability
- Speech and Language Therapy (SALT)
- Visual
- Learning difficulties
- Hearing difficulties
- Medical conditions requiring special attention
- Social, emotional mental health needs
- ADHD/ASD

There are also children from a range of ethnic and minority groups including:

- Same sex families
- Previously Looked After Children and Looked After Children
- Children eligible for benefits-related free school meals
- Social and emotional needs
- Vulnerable children (including children going through parental separation)
- English as an additional language (EAL)

The Newchurch CP School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. 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. A system of forward planning ensures that we are able to meet the needs of children, parents/carers and visitors with disabilities not previously encountered.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Curriculum Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader
- School Business Manager
- Site Manager

Equality Audit

Category of information	Current effective practice	Actions
<p><b>Data about the school population and differences in outcomes</b></p>	<ul style="list-style-type: none"> <li>• All data is analysed by year group, ethnicity, gender and SEND</li> <li>• All test data(internal and external) is analysed using Question Level Analysis (QLA) and considered on a termly basis.</li> <li>• There are no current trends</li> <li>• All children with additional needs are supported and have either individual education plans (learning support), healthcare plans (medical needs) and/or individual care and access support plans (complex needs support)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual and termly monitoring of pupils' outcomes through progress meetings to check for any equality issues.</li> </ul>
<p><b>Documentation and record keeping</b></p>	<ul style="list-style-type: none"> <li>• Equality Policy and Accessibility Plan are on the school website</li> <li>• Monthly newsletter includes celebration of diversity and equality</li> <li>• The headteacher reports on equality at the governor's meetings on a regular basis and minutes are produced</li> <li>• Reference is made to equality in the SEND policy and also the School Improvement Plan</li> <li>• The school website refers to equality</li> <li>• Equality is discussed with the pupils (School Council meetings)</li> <li>• Termly meeting of Safeguarding Team to review the vulnerable risk register</li> </ul>	<ul style="list-style-type: none"> <li>• Termly SLT/DSL meetings to monitor accessibility plan</li> <li>• Termly report to governors</li> </ul>
<p><b>Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Jayne Narraway (Headteacher) supported by John Duckett (Deputy headteacher) and Debbie Conreen (SENDCo) have responsibility for equality.</li> <li>• Jean Williams (SEND and Pupil Premium Governor) and Anthea Ray (Safeguarding Governor)</li> </ul>	<ul style="list-style-type: none"> <li>• Governors ensure that funding is allocated to meet the needs of all pupils</li> <li>• Monitoring conducted by governors, including pupil conferences</li> </ul>
<p><b>Staffing</b></p>	<ul style="list-style-type: none"> <li>• The SLT (including the SENDCo) supports teachers and teaching assistants and reports to the governors.</li> <li>• CPD for staff includes support for addressing physical, social,</li> </ul>	<ul style="list-style-type: none"> <li>• Audit the needs of the pupils to ensure that staffing and resource needs are met</li> </ul>

	<p>emotional and mental health needs of the children relating the SEND</p> <ul style="list-style-type: none"> <li>Practices in recruitment and promotion of staff promote equality of opportunity. Safer recruitment training has been undertaken, as per the Equality Act 2010, and areas such as shortlisting, interview questions, tasks and post-employment health checks have adapted.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor staff recruitment for equality</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>Behaviour, anti-bullying and hate crime policy and procedures are in place</li> <li>Anti-bullying week has high profile each year</li> <li>Home School Agreement is signed by children as well as parents</li> <li>Annual parent and pupil surveys show that most of the children feel safe from all kinds of bullying and that any incidents are dealt with quickly (Ofsted November 2019)</li> <li>Analysis of behaviour incidents monitored by DSL and SLT and reported to governors</li> </ul>	<ul style="list-style-type: none"> <li>Plan anti-bullying week</li> <li>Include planning for anti-bullying week as part of revised PSHE curriculum and include RSE</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>Focussed attention is given to the needs of specific groups of children identified in the school profile, and extra or special provision is given to certain groups</li> <li>The PSHE scheme of work is a dynamic document which is reviewed regularly to enable equality awareness to be discussed and developed</li> <li>Assemblies are delivered to promote the children's spiritual, moral, social and cultural development within the curriculum</li> <li>Children attend places of worship as part of their RE curriculum</li> <li>Children are engaged in disability awareness days and other such awareness days e.g. Mental Health Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Make greater links with local religious leaders and agencies who support people with disabilities within the community</li> <li>SENCo and SLT to continue to audit interventions and their success/impact on progress. Provision mapping to be used across all year groups</li> </ul>
<b>Consultation and Involvement</b>	<ul style="list-style-type: none"> <li>Google Forms is used as a means of consulting and involving parents and carers when requiring feedback and opinions</li> <li>The Parent Board is also used to engage parents who represent a</li> </ul>	<ul style="list-style-type: none"> <li>Develop pupil, parent and staff questionnaire using Google Forms to include equality and diversity</li> </ul>

	<p>cross-section of the Newchurch Family in making decisions and changes to school practices and policies.</p> <ul style="list-style-type: none"> <li>• Parents are actively involved in the review and writing of their children’s Individual Education/Behaviour Plan</li> <li>• Parents’ evenings are conducted to enable parents to work in partnership with the school in raising outcomes</li> <li>• School Council plays an active role in school</li> <li>• Subject champions take part in pupil conferencing to help the school to monitor the impact of the curriculum</li> <li>• The school regularly participates in fund raising events for local and national charities which have an impact on the lives of the children e.g. St Rocco’s Hospice, Children in Need etc</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Steps are taken to ensure that information is accessible for all families</li> <li>• Website has translation facility for families who have English as an additional language</li> <li>• The school makes itself aware of the services available for converting written information into alternative formats.</li> <li>• Staff consider the use of coloured paper and overlays to reduce visual stress</li> <li>• Staff will be mindful of how information is presented to children on IWB and consider background colour.</li> </ul>	<ul style="list-style-type: none"> <li>• School communication systems to be monitored with due regard to accessibility and inclusion</li> <li>• Parent Board to look at communication</li> </ul>
<b>Physical Access</b>	<ul style="list-style-type: none"> <li>• The Buildings Committee considers equality as part of their terms of reference</li> </ul>	<ul style="list-style-type: none"> <li>• Replacement of existing kerb with drop kerb to enable wheel chair access to path from the main gate.</li> </ul>

### Accessibility Action Plan

Action	Personnel	Annual	2020-2021	2021-2022	2022-2023	Progress
Look for relevant continuous	JN	√	√			Staff have attended training on trauma,

professional development opportunities for staff						attachment and mental health. Training has also been provided on sensory assessments, PEPs for LAC children and behaviour management strategies using Paul Dix's 'When the adult change, the children change' as a stimulus.
Allocate resources to establish nurture/sensory room	JN and DC	√	√			Nurture/sensory room has been established and in full use. There are plans to further extend the provision following sensory training in July 2021.
Mental Health Curriculum to be developed and linked to PSHE/RSE objectives	JN	√	√			Review of the PSHE and RSE curriculum was completed by the subject leader throughout 2020-2021 and the full curriculum is complete with a clear progression in learning for physical and mental health. Mental health awareness days are planned throughout the year.
Relationships (understanding of different family make up) is developed in the PSHE/RSE curriculum	JN	√	√			Review of PSHE and RSE curriculum as above allows for progressive understanding of how families are different and that such diversity should be celebrated and respected.
Implementation of therapeutic interventions: drawing and talking, building skills, speech and language	DC	√	√			Drawing and talking therapy continues to be delivered particularly in light of the increase in children struggling with their mental health. Speech and language programmes are being delivered by teaching assistants. LEGO building skills will resume in September 2021. The school is also looking at breathe coaching and art therapy to extend the provision for children.
Review of asthma policy, maintaining asthma register and access to	BH, JD, JLD	√	√			Asthma policy has been reviewed and the asthma register is up to date. A new

emergency inhaler						emergency inhaler has been obtained.
Update of children's Health Care Plans for children with health care needs	BH and JLD	√	√			Health Care Plans have been reviewed following a consideration of the effectiveness of them. All HCPs are reviewed annually and when circumstances change for children. SIMS Lite has been developed to allow for information to be changed quickly.
Review of medications kept in the building (storage and access)	JD and JLD	√	√			A new medicine fridge has been purchased which is locked and located now in the art resource room which is also a locked area of the school. Only members of staff are able to access this room.
Update PEEPS for children and staff with additional physical disabilities	BH, JD and JLD	√	√			PEEPs have been completed for all children and adults in the academic year off 2020-2022. New children due to start in September 2021 will have them completed with parents.
Review equality and diversity statement and place on the school website and newsletter	JN	√	√			Completed.
Annual review of school profile following new intake of pupils and review of provision to support their needs	JN	√	√			Annual review up to date for academic year 2020-2021. SEND team to meet in September 2021 to review profile for 2021-2022 and modify provision as necessary.
Deliver anti-bullying week in the Autumn term which includes tackling bullying linked to disabilities, racism and sexual orientation	JN and all staff	√	√			Anti-bullying week continues to be successful and the tackling of bullying related to disabilities, racism and sexual orientation have been built into the PSHE and RSE curriculum.
Share assembly focus on school website	JN	√				Focus for assemblies will be shared in 2021-2022. The focus will also be shared on the school's social media platforms.
Update governors on equality work through full governors meeting	JN	√	√ standard			Equality and diversity placed as standard agenda in the full governor meetings.

			agenda item			Update on this plan will be presented to governors at the curriculum meeting.
Black History Month is celebrated in the Autumn term	JN	√	√			Black History Month was delivered through whole school assemblies in the academic year 2020-2021. Moving into 2021-2022, the decision has been made to link a significant person in Black History to each class so the children can learn about them in more detail. In addition to this, the school assemblies will focus on additional significant events and people in Black History. The school is also looking at working with the Collaborative Learning Group (CLG) to complete some collaborative curriculum work on Black History.
Healthy Lifestyles Week in the Summer term includes disability awareness	LS	√				Health Lifestyles Week was delivered in school in this academic year. Some of the events previously used have been built into the revised PSHE and RSE curriculum and so Healthy Lifestyles Week needs to be reviewed. It is suggested that a Healthy Lifestyles focus event should be each half term to include disability. This will be a focus for LS in 2021-2022.
Gather feedback from all stakeholders on equality and accessibility	JN	√				This is to be actioned in the Autumn term 2021
Analyse progress data for all groups of children and review provision accordingly	SLT	√	√			As part of the data collection and analysis at key points in the year, groups of children are looked at closely and provision reviewed as a result. Further work is needed to secure this analysis in the foundation subjects.
Review website to reflect equality and diversity	JN	√	√			Completed
Review welcome and induction packs	JN, RS, BH	√	√			Completed

for all new starter children (including in-year admissions)	and JLD					
Modification of the disabled toilet – door hinge to be swapped for ease of access	JLD					To be placed on buildings committee Autumn 2021
Speak with the council regarding a drop in the curb outside school so wheelchairs are able to mount the path	JLD		√			Emails have been sent to the council and also for the development of a path from Warrington Road.
Review texts used in class as learning texts and reading for pleasure, in addition to the library, to ensure that they reflect a diverse society	JN	√	√			Review of texts used in class has been completed and some modifications made. Texts to be used as part of assemblies which reflect diversity. The school library and class libraries need to be looked at and ensure that books reflect a diverse society.