



Newchurch Community Primary School

Accessibility Plan September 2024 - August 2027

Statement of intent

This plan outlines how Newchurch Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy

- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The **governing board** will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The **headteacher** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The **SENCO** will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Target	What	Who	Timescale	Outcome	Update
Short Term	To continue to take into account pupils with SEND with regards to school trips and extra-curricular activities.	Needs of pupils with SEND are incorporated into the planning process for trips and triggers considered in the risk assessment/planning. Clubs and extra-curricular activities to be considered, particularly around the number of children attending, the location and environment etc.	Teachers, LA SEND Team, SENCO	Autumn 2024	Planning of school trips takes into account pupils with SEND SEND children actively engage in the extra-curricular clubs as they meet their needs and interests	
	To ensure that children with SEND continue to access lessons and learning appropriate to them. To ensure that all children have equal access to the curriculum	Provide tablets and other adjustments to pupils with SEND. Follow IEPs and student passports where necessary. Audit of curriculum and adjustments made for individual children.	Headteacher, Computing Lead, SENCO	Autumn 2024	Pupils with SEND can access lessons as a result of the use of adjustments including scaffolding, prompts and technology.	
	To ensure that all members of staff are aware of the SEND Code of Practice	CPD provided to staff members, including an understanding of the SEND Code of Practice, the four broad categories of need and the graduated response.	Headteacher SENCO	Autumn 2024	All teachers are aware of their responsibility to be teachers of SEND. Early identification improves and the tracking of children through progress meetings etc.	

		Individual plans are behaviour support plans are in place and understood by all members of staff at the school.			Referrals for support form agencies are timely for the children and impact on provision and learning. There is a consistent approach to the support for children with additional needs which results in less incidents of emotional dysregulation and increased wellbeing and learning.	
Medium term	To continue to ensure that staff members support pupils with SEND appropriate to their needs	Adaptive teaching training for different subject areas – make use of the National College training available.	Headteacher, external advisors, SENCO	Autumn 2025	Staff members have the skills to support children with SEND	
	To continue to monitor and assess children’s understanding and progress, addressing gaps in learning where necessary. To ensure all children have equal access to the curriculum	Audit of the curriculum Appropriate adjustments to the curriculum made for children Use of technology to assist in learning Audit of the curriculum through the lens of a SEND child	Headteacher, teachers and SENCO	Summer 2025	Teachers staff are aware of the accessibility gaps in the curriculum and are addressing this through high quality teaching	
Long term	To increase staff and parental understanding of the needs of children with additional needs.	Calendar of events, workshops, coffee mornings etc with specific agencies to support families, staff and children e.g.	SENCO Headteacher	September 2026	Parents and school partnership around the provision of SEND and meeting the children’s needs is in place. Staff and parental understanding	

		<p>WARRPAC, Advanced Solutions, etc.</p> <p>Parent Board with a focus on SEND.</p> <p>Joint training for parents and staff on key additional needs e.g Autism, ADD, ODD, ADHD, dyslexia, dyspraxia etc.</p>			of how to support children with SEND has improved.	
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Planning duty 2: Physical environment

	Target	What	Who	Timescale	Outcome	Update
Short term	To provide a consistent learning environment which is accessible to pupils with a range of SEND needs e.g. visual impairments, SEMH and social communication difficulties	<p>Staff training on the importance of a neutral palette to support regulation and learning.</p> <p>Neutral learning environment scheme to be development.</p> <p>Consistent learning environment is in place across the school with clear non-negotiables e.g position of visual timetable, images used etc.</p>	Headteacher SENCO Teachers	Autumn 2024	Learning environment is accessible to SEND pupils with a range of different needs e.g. visual impairments, SEMH and social communication difficulties which results in reduced distraction, better outcomes and improved emotional regulation.	

	To continue to ensure physical environment is accessible to all learners and visitors.	Audit of physical environment as part of Premises Health and Safety Walk. Repaint the yellow lines to make transitions and trip hazards around school.	Headteacher, SENCO, School Business Manager, Maintenance Officer, Premises Link Governor Manager Building surveyors	Autumn 2024	School is aware of accessibility barriers to its physical environment and measures have been taken to ensure that these have been eradicated.	
Medium term	To monitor accessibility of the physical environment for each cohort of children presently at the school and those entering school each year.	Adapted as appropriate Liaison with OT and other agencies	Headteacher, SENCO School Business Manager, Maintenance Officer, building contractors	Summer 2025	School buildings are fully accessible to all learners.	
	To ensure that the playground development (through the OPAL programme) enables access for all children (ages, physical ability etc)	SENCO to be part of the development team Parent of SEND children to be involved in the development team Lens of SEND and disability through the whole programme of development	Headteacher OPAL lead and facilitator Parent Board School Business Manager Maintenance Officer Middays	Summer 2025	Playground and play facilities will be accessible to all children and will result in enrichment of active playtimes to promote emotional and physical wellbeing.	
Long term	To improve the security of entry and exit to different parts of the school.	Review the access control to the school and upgrade to fob entry through different parts of the school, Ensure that all entry	Headteacher Maintenance Officer School Business Manager	Summer 2026	Access to different parts of the school are reduced for children when they become dysregulated to keep them safe.	

		and exit points are wheelchair accessible.				
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Planning duty 3: Information

	Target	What	Who	Timescale	Outcome	Update
Short term	To continue to ensure school information is accessible to all	Audit of information and delivery procedures	Headteacher, SENCO, Administrative Assistant ICT support School Business Manager	Autumn 2024	School is aware of accessibility gaps to its information delivery procedures and makes changes to engage all parent/carers, children and families.	
Medium term	To develop workshop sessions and information sharing opportunities with families	Parent/Carer Board for SEND parents Engagement with agencies to support families and children with SEND Calendar of events for SEND parents/carers and children to attend	SENCO	Autumn 2025	There is an established model for support for parents through network meetings, coffee morning etc.	
Long term	To ensure the school website is accessible to children with SEND	Audit of website Parent/Carer Board Meetings	Headteacher SENCO School Business Manager Admin Assistant	Summer 2026	Website is fully accessible and has a plethora of links to support families of SEND	

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.