

Accessibility Plan

Northleaze C of E Primary School

2020 - 2023



Approved by: Victoria Reyes

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Last reviewed on: January 2021

**Next review due
by:** January 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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 pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

OUR VISION:

'Encouraging everyone's light to shine.' (Matthew 5:16)

Northleaze School offers a caring Christian community where we encourage each other to be all that we can be.

OUR VALUES:

Responsibility

Creativity

Respect

Compassion

Resilience

Friendship

OUR AMBITION:

We live in a rapidly changing world. As our children progress through school, we want them to develop as **compassionate** individuals, full of **friendship** and **creativity, respecting** themselves and those around them, equipped with the **resilience** they need for all the challenges of life and with an understanding of the **responsibility** they each have for themselves and for the sustainability of the world in which they live.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We are part of the Lighthouse Schools Partnership and will use their policies and uphold their values and principles to develop and implement the plan.

The Lighthouse Schools Partnership's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns and can be found [here](#).

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) 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 such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives (where relevant)</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Take opportunities to raise awareness of the Accessibility Plan for staff, governors, parents, visitors etc, at meetings and inductions	Policy has recently been fully reviewed with involvement from governors and SENCO.	<p>Short term objective: <i>All to be aware of the plan and to recognise their responsibilities in responding to particular issues</i></p> <p>Medium term objective: <i>Ensure the strategic direction of the school reflects this plan and its aims</i></p>	<p>Publish on school website</p> <p>Annual agenda item at LGB meetings</p> <p>Provide training as necessary</p> <p>Include references to the Accessibility Plan in the RAPP and Strategic Plan</p>	HT/DHT	Term 3 2021 and ongoing	Potential accessibility issues or concerns are embedded in daily routines and communication
Encourage involvement by all equality groups in	Governing body aware of need to encourage involvement from a wide	<p>Short term objective: <i>Wider participation in</i></p>	Ensure wide community distribution of	HT LGB	Term 3 2021 and	A well balanced wider school community which

<p>school life, including Governor vacancies.</p>	<p>range of equality groups. All school vacancies encourage this. HT and members of governing body attending training on 'bridging the diversity gap'. (May 2021)</p>	<p><i>all areas of school life by currently under-represented groups.</i></p>	<p>governor vacancies</p>		<p>ongoing</p>	<p>reflects the school's commitment to diversity and a respect for all</p>
<p>Increase access to the curriculum for pupils with a disability and/or additional needs</p>	<p>Our school offers a differentiated curriculum for all pupils. High quality teaching for SEND focus* We use resources tailored to the needs of pupils who require support to access the curriculum e.g. specific apps to support learning on iPads Curriculum resources include examples of people with disabilities.* Curriculum progress is tracked for all pupils, including those with a disability, using Insight. Intervention tracking paperwork has been</p>	<p>Short-term objective: <i>Improve quality and diversity of books and resources</i></p> <p>Medium-term objective: <i>research and provide training for staff in teaching pupils with SEN and a disability. Research effective interventions and introduce into our practice.</i></p> <p>Long-term objective: <i>All teachers become expert teachers of pupils with SEND</i></p>	<p>Carry out an audit of all class and library books. Invest in a greater range of books to support diversity and disability if audit indicates a need. Carry out lesson observations (afternoon also) and identify training needs. Research into high quality teaching. Plan and deliver CPD – INSET session 2021</p>	<p>English Leads HT/SENCo</p>	<p>October 2020 By summer 2021</p>	<p>Texts and resources that celebrate diversity and disability will be available in each classroom. Pupils with a disability will make progress equal to that of their peers</p>

	<p>introduced – including clear target setting and assessment against targets.</p> <p>Learning Passports for SEND children have been introduced, in addition to new paperwork for Review meetings and outcome setting.</p> <p>Review and research effective interventions*</p> <p>The curriculum is being reviewed to ensure it meets the needs of all pupils*.</p> <p><i>*Practice under development</i></p>		<p>In collaboration with the Trust, review interventions, looking for clear entry/exit criteria, use of start and end data and the impact of the interventions. Look for value for money and any gaps in current provision</p>	<p>SENCo</p>	<p>By summer 2021</p>	<p>Pupils will take part in short, targeted intervention programs that close a particular gap and enable them to continue progressing.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • A ramp to access the outdoor area from KS1 classrooms • All classrooms on one level 	<p>Short-term objective: <i>to remove the issue of the raised plastic strips on the floor of the corridors</i></p> <p>Medium-term objective: <i>to provide changing facilities for a child with a</i></p>	<p>Investigate an alternative solution to the under-floor heating access panels in the corridor</p> <p>Add child changing facilities to the disabled bathroom</p> <p>Include accessibility issues as part of</p>	<p>Headteacher</p> <p>SBM</p>	<p>2021 - 2023</p>	<p>Movement through the corridor would not be hindered for anyone.</p> <p>A pupil with a disability would have the appropriate space and facilities to be</p>

	<ul style="list-style-type: none"> • Adequate corridor width with minimal furniture • Disabled parking bays (two) • Disabled toilet • Library and classroom shelves at wheelchair-accessible height • Fully accessible sensory spaces created for pupils with identified needs • Improved access to main entrances 	<p><i>disability</i></p> <p>Long-term objective: <i>to respond to the needs of staff, pupils, parents and visitors with fluctuating, recurring and potentially regressive impairments as and when needed</i></p>	<p>regular H&S walks and school council meetings</p>			<p>changed safely and comfortably, supported by a member of staff.</p> <p>Premises are compliant and fully accessible to all</p>
<p>Ensure that no child is excluded from school trips as a result of their needs</p>	<p>Pupils with additional needs or SEND attend all trips planned within the curriculum, including swimming and residential visits, with appropriate support where needed</p>	<p>Short and medium term objective: <i>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</i></p>	<p>EVC to ensure all trip risk assessments include reference to pupils with SEND</p> <p>Ensure that adequate budgetary allowance is made to allow for support staff overtime as and when required</p>	<p>HT/DHT <i>*DHT is the EVC (Educational Visits Coordinator)</i></p>	<p>2020 - 2023</p>	<p>All children will participate in all trips unless there is a specific health and safety issue</p>

<p>Improve the delivery of information to pupils and adults with a disability, or who may have difficulty accessing information</p>	<p>Our school uses a range of communication methods to ensure information is accessible for all pupils. This includes:</p> <ul style="list-style-type: none"> • Internal signage, such as braille • Large print resources where needed • Coloured acetate overlays for pupils with dyslexia (guided by optician's advice) • Books and labels in braille • Pictorial or symbolic representations, such as a visual timetable • Separate teaching space for pupils with visual and auditory impairment • Reduction in classroom/visual 'clutter' for pupils with identified needs (e.g. CVI or ADHD) 	<p>Short-term objective: <i>Awareness of who these groups of people might be and the type of communication that would help</i></p> <p>Medium-term objective: <i>ability to provide written information in different formats when required</i></p>	<p>Review all current school publications and promote the availability in different formats – via website</p> <p>Conduct a survey as to the most appropriate forms of communication for stakeholders</p>	<p>Headteacher</p> <p>SENCo</p> <p>Governor communication group</p>	<p>2021 - 2024</p>	<p>Satisfaction with communication channels from all stakeholders</p>
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4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) information report
- Supporting pupils with medical conditions policy
- SEND Action Plan (2018 – 2021)

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is all on one level with external and internal access to each classroom and the hall. All outside space is accessible without using stairs.	None required		
Corridor access	The corridors are an appropriate width and furniture is minimal to allow easy access and movement for anyone. The under-floor heating means there are raised plastic strips on the floor throughout the corridor which have the potential to cause difficulty for some children, staff or visitors.	Ensure these are always appropriately fixed and repaired immediately if faulty. Investigate an alternative solution.	Headteacher SBM	October 2020 for investigation of alternative solution.
Lifts	There are no lifts on site	N/A		
Parking bays	There are two parking bays for parents, staff or visitors with a disability, clearly marked and used regularly.	Ensure these are always available and not used by other staff or visitors.	Headteacher SBM Admin team	Ongoing

Entrances	All entrances are accessible for staff, children or visitors with a disability. Work is due to take place in July 2020 to further improve the front entrance and increase accessibility (and improve safety) for all.	Ensure these are always kept free from obstructions and fully functioning	SBM Admin team	Ongoing
Ramps	One ramp has been installed to allow KS1 pupils and staff easy access from their outdoor area to the playground. No other ramps are required on the site due to its design.	None required	SBM	Ongoing
Toilets	Appropriate number of toilets for pupils and staff. Large, easily accessible bathroom for use by pupils, staff and visitors with a disability.	Add changing facilities should the need arise.	Headteacher SBM	When the needs of a pupil dictate this is required.
Reception area	Emergency routes clearly indicated. Visitor point evident. Further work planned.	Ensure all signage is easily accessible when work has been completed.	Headteacher Admin	September 2020
Internal signage	Emergency access clearly indicated. Braille signage throughout the school.	Ensure signage is always free from obstruction (displays in classrooms) and maintained.	Headteacher SBM Admin	Ongoing

Emergency escape routes	All clearly indicated and accessible due to one storey building.	Ensure signage is always free from obstruction and maintained.	Headteacher SBM Admin	Ongoing
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