

Newington Community Primary School



ACCESSIBILITY POLICY

2023-2024

Amended:	Term 1 2023
Updated by:	Hannah Tudor
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Planning Group

The school has established an Accessibility Planning Group (APG) comprising

Head Teacher

Governor

Health & Safety Rep

SENCO

Parent Representative

Function of the Planning Group

1. Audit existing achievements / provision
2. Set goals and targets
3. Consult on the plan
4. Implement & Evaluate the plan
5. Ensure the future of the accessibility plan

Consideration will be given to:

- Preparation for entry to the school
- The Curriculum – teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Breaks & lunchtimes – including the serving of meals
- Interaction with peers
- Assessment and examination arrangements
- School discipline and sanctions
- Exclusion procedures
- School trips, clubs and activities
- Arrangements for working with other agencies
- Preparation of pupils for the next phase of education

1.1 Physical

Audit of existing achievements / provision undertaken Autumn Term 2019 by the Assistant Head with responsibility for Pastoral Care.

Main Building

- Wheelchair (basic) access to all rooms, raised edges / step into rooms could cause some difficulties.
- Steps to front door external ramp and handrails required to access front door entry.
- New toilet facilities allow for wheelchair access in each toilet area – will need some modification.
- Signs needed on outer toilet doors, hall etc. to indicate room purposes.
- All classrooms carpeted to improve acoustics

Ambition, Achievement, Aspiration

- ❑ All classrooms have blinds to improve lighting for lip reading

1.2 Curriculum

- ❑ Obtain data on likely future pupil population to facilitate advanced planning
- ❑ All deaf pupils have mainstream support if required
- ❑ Special considerations in public examinations where appropriate
- ❑ Subject specific key words displayed in classrooms / other areas of the school
- ❑ TA deployment and identified skill mix to cover a whole range of curriculum needs (sign language, differentiation, further break down of NC tasks, pastoral support, inclusion support)
- ❑ Liaison with external services and agencies (Sensory. Health etc.)
- ❑ Detailed pupil information given to all staff (where appropriate)
- ❑ Regular home / school liaison through well identified procedures

2. Goals and targets:

VISUALLY IMPAIRED

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
<p>Curriculum accessibility</p> <p>Increase awareness and understanding of problems experienced by V.I. pupils.</p> <p>Ensure VI pupils can fully access school's curriculum at appropriate level</p>	Staff development budget	<p>Staff training from VI specialist advisor.</p> <p>Appropriate information on IEP's – available to appropriate staff – access to specialist advice.</p> <p>Work differentiated in format to correct level.</p> <p>Enlarged text.</p> <p>Colour contrasts texts where appropriate.</p> <p>Sloping boards made available</p>	All staff in contact with VI pupils	Ongoing	Staff have enhanced understanding of VI	APG	SLT

Physical accessibility Ensure obstacles are visibly marked	Buildings and maintenance budget	Steps are clearly marked and painted (yellow edges)	VI pupils	Ongoing (Site Manager) following initial audit	Appropriate awareness of obstacles	APG SLT	APG SLT
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COGNITIVE DISORDERS

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
Curriculum accessibility Increase awareness and understanding Ensure full access to curriculum at appropriate level. - use of outside agencies for diagnosis. Overcome potential barriers to learning and assessment for pupils on the autistic spectrum	Staff Development budget	Staff training, IEP defining teaching objectives relating to social interaction, communication and lack of flexibility in thinking. Inclusion Manager to monitor pupils. Ensure information is given to all relevant staff. Access to specialist advice Work differentiated in pace, style and content to correct level. Consistent and structured approach to classroom management from all staff. Differentiation of delivery of curriculum, Enhanced pastoral support.	All staff All staff teaching pupils with ASD All staff IM / FLO		Staff have enhanced understanding Member of staff in place Staff have suitable information a.s.a.p. Set work is suitable for pupils Pupils feel secure within school Close contact is kept with home	SLT SLT SLT SLT	SLT + All staff Governors SLT

		Regular home school liaison..					
<p>Physical accessibility</p> <p>Improve physical environment in order to enable pupils on the autistic spectrum to move around the building easily and safely.</p>		<p>Use of Widget symbols around the school.</p> <p>Classroom environment – clearly labelled and organised</p>	All users of building	<p>Next time decorating is undertaken</p> <p>When re-allocating classrooms</p> <p>Ongoing</p>	Physically coded floors	IM Governors	SLT Governors

HEARING IMPAIRED

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
<p>Curriculum</p> <p>Accessibility</p> <p>Increase awareness and understanding of the impact of the hearing impaired on learning</p>	Staff Development budget	<p>Differentiated, ongoing, staff training from Inclusion Manager</p> <p>Staff training from HI specialist advisor.</p> <p>Seating plans which ensure maximum lip reading /</p>	<p>All Staff + Governors</p> <p>Hearing Impaired</p>	Ongoing	Staff able to understand the need for a broad range of strategies to enhance learning of hearing impaired pupils	Inclusion Manager and Special Needs Governors + Hearing Impaired Service	SLT + Governors

Ambition, Achievement, Aspiration

<p>Overcome potential barriers to learning and assessment for individual HI pupils</p> <p>Responding to the diverse learning needs of HI pupils</p>		<p>listening opportunities for Hearing impaired pupils</p> <p>SALT programmes where needed</p> <p>Developing parent partnership and other team structures e.g. Governor involvement</p> <p>Identify responsibilities and routines (fire evacuation policy- individual escape plan).</p>	<p>ed pupils</p>				
<p>Physical accessibility</p> <p>Improve the physical environments of the school to increase the extent to which HI pupils are able to take advantage of education ad associated services whilst in and around the building</p>		<p>Improve school and classroom acoustics in line with DfES guidelines</p>	<p>All pupils and staff</p>		<p>Improved accessibility for HI pupils</p>		

PHYSICAL DISABILITY

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
Curriculum accessibility	Staff Development budget	<p>Availability of appropriate specialist for advice</p> <p>Access to additional materials i.e. Sloping Boards, Pencil grips etc.</p> <p>Appropriate information on IEP's – available to staff – access to specialist advice</p>	PD pupils on roll	On going during 2021 or as required		<p>Inclusion Manager</p> <p>SLT</p> <p>Governors</p>	APG and Governors
Physical accessibility	Building budget	<p>Improve access to toilets</p> <p>Improve external access for wheelchair users</p> <p>Provide more height adjustable furniture</p> <p>Ensure wheelchair access to all classrooms</p>	<p>PD pupils</p> <p>All wheelchair users</p>		When completed	<p>Inclusion Manager</p> <p>SLT</p> <p>Governors</p>	APG and Governors

3. Consultation on the plan

- Issue draft plan for all staff to comment
- Bring main items of plan to SMT meeting for discussion

4. Publicise the plan

Ambition, Achievement, Aspiration

- Ensure the full plan is available on request in a variety of formats

5. Implementation

- Implement the plan by allocating adequate resources in the financial plan

6. Evaluate the plan

Consider:

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audit on the main curriculum areas
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats

7. Ensure the future of the accessibility plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services

Newington Community Primary School

Accessibility Action Points

Buildings:

Internal

- ✓ Widget symbols to be displayed around the school as appropriate (toilets, library etc.).

External

- ✓ Staff car park to be extended with designated disabled parking space available and appropriately signed (closest to building).
- ✓ Highlight edging steps around doors and all others not previously highlighted around the school.

Curriculum

- ✓ Increase the extent to which pupils with a disability can participate in the schools' curriculum.
- ✓ Raise awareness of the NC Inclusion Statement.
- ✓ Set suitable learning challenges
- ✓ Overcome potential barriers to learning and assessment for individuals and groups of pupils.

HT Sept 2021

Accessibility Plan for Newington Community Primary School

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Assess availability of alternative equipment to support better curriculum access.	Awareness raising of appropriate equipment available e.g. left handed scissors, triangular pens, large print books etc.	Audit to inform additional resources. Advice / written information on alternative formats etc.		Better shared resources and information.
Medium Term (1)	Identify areas of the school that require accessibility modification and / or improvement.	Use of 'critical friends', school staff (inc. governors) to review buildings etc. The seeking of advice from LEA advisers and Support Services.	Front entrance and other parts of the school are more accessible to all.		Physical accessibility is improved.
(2)	Training for NQT's / TA's and any other staff who may require knowledge of differentiation strategies.	Audit from subject / SEN monitoring to identify <u>if</u> teachers require support and advice.	Teachers are empowered to meet the needs of less able children in all areas of the curriculum.		Total access to NC

Long Term	Plans are submitted to improve additional access to designated areas. Specific areas are prioritised to fit ramps, handrails and a medical area.	Use of minor capital delegated resources - communication with LEA to use Access Initiative funding.	Having secured capital resources over 3-5 yr. Programme all entrances will be accessible, and other building plans realised.	Autumn 2018 - Summer 2019	Physical accessibility of the school increased - all other plans in place.
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