

NEWTON POPPLEFORD PRIMARY SCHOOL

ACCESSIBILITY

PLAN

This policy is reviewed by the *resource committee* and adopted by the Full Governing Body

THIS POLICY WILL BE REVIEWED ANNUALLY

DATES OF REVIEWS AND ADOPTIONS

**Policy adopted on 16th November 2017
Last review: 05/05/2022**

Accessibility Plan

1. DEFINITION OF DISABILITY

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term effect on his/her ability to carry out normal day-to-day activities.

1.1 Newton Poppleford Primary School is committed to the principles of accessibility, that our school should be available to everyone, on equal terms.

1.2 Newton Poppleford Primary School already provides for the additional needs of disabled pupils who have Special Educational Needs. Under the Equality Duty (ED) 2010 any discrimination by schools against current or prospective pupils in accessing education will be outlawed. The new duties laid down by the ED 2010 are aimed to build on and complement the best inclusive practices.

1.3 In accordance with requirements Newton Poppleford Primary school will make their plans available to the public by ensuring they are included in the School prospectus

This will focus on the following areas

- Admission arrangements for disabled pupils
- Arrangements for ensuring disabled pupils are treated equally to all other pupils
- Facilities to assist access to the school for disabled pupils

2. Schools are now required to plan under three main areas.

- **Increasing access to the school curriculum**

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.

- **Improving access to the physical environment of the school**

This covers improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

2.1 The school has a key role in planning to increase access to the curriculum for a range of disabled pupils and although it is likely that pupils with learning difficulties will face the greatest barriers this can largely be overcome by Statements of Special Educational needs or at different stages of the SEN Register.

2.2 All schools have a responsibility to provide a broad and balanced curriculum for all pupils but the curriculum is much broader than just teaching and learning. It also includes after school clubs, sporting and cultural activities and school visits. The national curriculum provides the starting point for planning for children with specific needs. The statutory inclusion Statement on the provision of effective learning opportunities for all outlines how the National curriculum can be modified to provide relevant and challenging work.

The three essential principles for developing a more inclusive curriculum are;

1. Setting suitable learning challenges
2. Responding to pupil's diverse learning needs
3. Overcoming potential barriers to learning and assessment

2.3 Currently at Newton Poppleford Primary School all pupils are included in all aspects of school life.

However plans will need to be considered for children with physical disabilities regarding

- Swimming - to ensure that appropriate transport, staffing and training are provided.
- Far Field activities - to ensure appropriate access, staffing and training are provided

2.4 Pertinent staff training (teaching and non-teaching) will be accessed through LA provision.

3 It is vital for pupils and parents who are disabled that they are able to access all information in a format which they can easily access. (Braille, audio tape) The school is able to access via the LA a range of services that can be used to convert documents into the appropriate formats.

3.1 The school has a statutory duty to publish information about their accessibility plans.

3.2 As part of their inspections, OFSTED will monitor schools' accessibility plans.

4. The Main Priorities of the Accessibility Plan

General

- Governors and staff to maintain their awareness of the implications of the Equality Duty 2010 (ED)
- All School Development Plan projects to meet requirements of the Equality Duty 2010

Curriculum

- All teachers, TAs and volunteers maintain their awareness of the Equality Duty 2010 in relation to equality of access to curriculum including trips and after school activities
- As children's special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability
- SLT monitors the ongoing achievement of any child identified as needing special intervention because of their Special needs.

Physical Environment

- All staff maintain their awareness about ensuring the accessibility of the physical environment
- Any new work on buildings and outdoor areas is fully in line with the ED 2010
- Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies.

Communications

- The school maintains a record of all pupils' and adults accessibility needs.
- All school communications meet the requirements of the ED 2010
- Fire alarm procedures are audited in line with the ED 2010
- Parents and carers views are sought in line with the ED 2010