



Accessibility Policy and Action Plan

Policy Creation and Review

Author(s)	Ms A Greyling
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Statement of intent

New City Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Staff Equality, Equity, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal framework

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

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The 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 policy 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
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The Inclusion Lead 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.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- 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.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility 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.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Accessibility Action Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Improving the Physical Access

<u>Target</u>	<u>Intervention</u>	<u>By whom and by when</u>	<u>Success Criteria</u>
Improve access for pupils who may experience difficulty moving around the school.	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> – Ramps – Elevators – Corridor width – Disabled parking bays – Disabled toilets and changing facilities Ensure care plans are in place to support all pupils with mobility difficulties	AHT Inclusion Ongoing	Safe movement
Continue to develop the playground, external areas and the use of playground resources and organisation.	Development of physical and social skills as well as collaborative and co-operative skills.	Learning Mentors Sports Coach Mid-day supervisors Ongoing	Safer environment with level access.
Ensure that all school trips are accessible for pupils with learning or physical disabilities	Advanced and thorough planning linked with curriculum	All staff Inclusion Lead Educational Visits Coordinator	School trips are fully accessible
After-school clubs and after school provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical and sensory disabilities. Provide adults support if necessary. Make physical adaptations as required.	After school club leads After school Provision coordinator	After school clubs are fully accessible After school provision is fully accessible

Improving Curriculum Access

Target	Intervention	By whom and by when	Success Criteria
Review and assess support staff deployment to enable pupils to be appropriately supported.	Adults support is available for children who requires individual support based on funding arrangements	Discuss termly	Access to support
Taught curriculum takes account of differing needs and learning styles of children. Focus on improving Teaching and Learning for all children.	Focussed programme of training for teachers addresses needs of all learners and supports differentiation for all. High expectations of all learners and outcomes.	Staff training Ongoing	High levels of progress and attainment.
Training for staff in supporting and teaching children with specific learning difficulties	Staff training taking place every Thursday after school for staff working with children with needs Teaching Staff training on support with teaching and learning of children with SEND. Courses offered by local authority and external agencies	External agencies Inclusion Team Ongoing	Better outcomes and measurable progress
Explore the use of technology to support individual communication and access needs.	Inclusion team to work with alongside Speech and Language therapists to draw up protocol for use of IPad. Share with IT co-ordinator and technician. Inclusion Team working with Sensory service to provide training for staff on the use of technology for specific learning needs e.g. Visual, hearing or other.	Inclusion Team ongoing	Technology used consistently and in line with protocol

Improving the Delivery of Written Information

Target	Intervention	By whom and by when	Success Criteria
Information shared and accessible via school website, Parentmail and Marvellous ME applications.	Set up and running, making it more accessible for all groups of children and parents.	SLT School staff / teachers	Delivery of information to pupils and parents/carers.
Messaging parents effectively to inform and engage parents with information. Parentmail, Marvellous Me Study bugs	Regular use of online messaging to get up to date messages to parents and update on events etc.	SLT School staff / teachers	Electronic reporting of events to parents
Visual resources available in class and on website to support learning and language development.	Resources in place and develop further for use and consistency.	Inclusion Team. Ongoing	Visual resources in place for all children to access.
EAL support for parents	Database of languages spoken by staff	Ongoing	Pupils, parents and visitors with language / EAL will be able to access information / discuss concerns.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a adapted curriculum to enable all pupils to feel secure and make progress.

Subject leads and Inclusion Lead will work together to ensure that the pupils' EHC plan are implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. Individual Support Plans.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the Inclusion Lead.