

Accessibility Policy



July 2022

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

New Hall Primary 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.

At New Hall we instill our vision of love to learn. All of our children are encouraged to become passionate advocates of our values; Caring individuals, Collaborative learners, Creative minds and Critical thinkers. With these values we create an inclusion and supportive environment to ensure that every child, no matter what their circumstances or needs are, can take full part in our whole school offer.

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.

New Hall Primary School supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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 | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|-------------|---|-------------------------------|--|---|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils | Medium term | Order individual workspace screens as required. | AHT SENCO | Sep 2022 | Available and used |
| | | | Ensure adaptive equipment is available e.g. writing slopes, reading overlays, wrist weights. | AHT SENCO and CTs | Ongoing | Available and used |
| | | | Progress and attainment of SEND children is tracked against peers and national SEND data. | DHT, AHT SENCO and CTs | Sep 2022 once published and termly ongoing | Data on track |
| | | | Subject overviews and planning take account of children with all needs and enable their access to engage fully. | Subject Leaders and AHT SENCO | Ongoing | Children make progress and can access the full curriculum offer |

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|---|--|------------|--|--|--|--|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Clear and clutter free classrooms that are low arousal spaces. • Slopes • Temporary ramps as needed | Short term | <p>Learning walks to check clear, clutter and low arousal class room environments.</p> <p>Assess any children's needs individually and adapt the environment as needed.</p> <p>Sensory aids available.</p> | <p>SLT AHT SENCO BSM and CTs AHT SENCO and CT AHT SENCO and CT</p> | <p>Sep 2022 Ongoing Ongoing and SEND reviews termly Sep 2022</p> | <p>Environment accessible for all</p> <p>One Page Profiles up to date and children are succeeding</p> <p>Available for children to use as needed</p> |

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|---|---|------------|---|--------------------|-----------------------------|--|
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Induction loops • Pictorial and symbolic representations • Interpreter options available | Short term | Braille to be used if required. | AHT SENCO | Sep 2022 | Braille available |
| | | | Purchase mobile hearing loops for meeting rooms and assemblies. | BSM | Sep 2022 | Hearing loops in place |
| | | | Large print options and translations of information and letters to be available on request. | AHT SENCO | Sep 2022 | Options available |
| | | | Parent voice of website accessibility to be included in SEND reviews. | AHT SENCO | Oct 2022 | Parent voice analysed and responded to |
| | | | Appropriate leaflets available in school reception. | AHT SENCO | Sep 2022 | Stand filled |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Assistant Head Teacher SENCO and the Building Services Manager.

It will be approved by New Hall Primary Governing Board and Head Teacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Attendance Policy
- Curriculum Policy
- Equality information and objectives
- Personal, Social, Health and Education (PHSE) Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND and Inclusion Policy