

Accessibility Policy



September 2024

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 | <p>Ensure adaptive equipment is available e.g. writing slopes, reading overlays, wrist weights. Individual work stations.</p> <p>Follow SEND in my subject sheets for adaptations and link to new curriculum scheme Kapow with it's SEND resources.</p> <p>Progress and attainment of SEND children is tracked against peers and national SEND data.</p> <p>Use of Provision Map Edukey is used to track interventions and school provision.</p> <p>Subject overviews and planning take account of children with all needs and enable their access to engage fully. One Page Profiles, SSPP and EHCP Target plans up to date and reflect provision.</p> | <p>AHT SENCO and CTs</p> <p>AHT SENCO, Subject Leaders and CTs</p> <p>DHT, AHT SENCO and CTs</p> <p>Subject Leaders, CTs and AHT SENCO</p> | <p>Ongoing</p> <p>Autumn 2024</p> <p>Ongoing termly</p> | <p>Available and used. Children accessing curriculum at all levels supporting needs.</p> <p>Subjects adapted as appropriate for access</p> <p>Children making positive progress and adaptations to support this in place. Toolkit Progress Tracker up to date.</p> <p>Children make progress and can access the full curriculum offer</p> <p>Positive partnerships with external agencies to ensure provision is adapted appropriately.</p> |

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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 • Highlighted gradients • PEEPs in place as appropriate for individuals • Forest school is accessible | 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>Gain external professional advice as appropriate for suitable adaptations.</p> <p>OT in school weekly and access advice as required.</p> <p>Work closely with Hearing Impairment Team and Vision Impairment Team to ensure accessibility using management plans.</p> <p>Sensory aids available.</p> <p>OT training for TAs available</p> <p>CAT Sensory Audit completed in July 2024 – next steps to be implemented</p> | <p>SLT</p> <p>AHT SENCO BSM and CTs</p> <p>AHT SENCO, BSM and CT</p> <p>AHT SENCO, and CT</p> <p>AHT SENCO, and CT</p> <p>AHT SENCO, TAs and CT</p> <p>AHT SENCO and TA</p> <p>AHT SENCO, TAs and CT</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing, SEND Multi-Agency Meetings and SEND reviews termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Feb 25</p> <p>Academic Year 24-25</p> | <p>Environment accessible for all</p> <p>One Page Profiles up to date and children are succeeding</p> <p>Environment accessible for all.</p> <p>Available for children to use as needed</p> <p>Available for children to use as needed</p> <p>Environment is suitable for low arousal and to support sensory needs of children</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 - Widgit • Interpreter options available • Visual Timetables • Makaton • Radio Mics | All hearing and visual impairments are catered for within the environment to ensure access for all. | <p>Braille to be used if required.</p> <p>Mobile hearing loops for meeting rooms and assemblies available.</p> <p>Large print options and translations of information and letters to be available on request.</p> <p>Parent voice of website accessibility to be included in SEND reviews.</p> <p>Appropriate leaflets available in school reception.</p> <p>Hearing Loop in place in school reception</p> <p>Radio Mics used for specific children with hearing impairments</p> <p>Makaton being used in The Haven and EYFS (trained by SALT)</p> | <p>AHT SENCO</p> <p>AHT SENCO</p> <p>AHT SENCO</p> <p>AHT SENCO</p> <p>AHT SENCO</p> <p>BSM</p> <p>AHT SENCO, TAs and CT</p> <p>AHT SENCO and TAs</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing as required</p> <p>Oct 2023</p> <p>Ongoing</p> <p>Autumn 24</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Braille available</p> <p>Hearing loops in place, available and used</p> <p>Options available</p> <p>Parent voice analysed and responded to</p> <p>Stand filled, appropriate and utilised.</p> <p>Hearing Loop in good working order</p> <p>Children can access learning and staff know how to use</p> <p>Staff and children using signs correctly and communicating well</p> |

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