



Creating a chance to SHINE every day

Accessibility Policy 2024-2026

Signed by Headteacher: Samantha Welsby

Signed by Chair: Bruce Gamwell

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Introduction

At Newbold and Tredington C of E Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims and objectives of this policy

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Warwickshire Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy

- Special Educational Needs and Disabilities (SEND) policy
- Relationships policy
- School Improvement Plan
- School brochure/ prospectus

Targets	Strategies	Timescales	Cost/Budget	Monitoring
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Ensure staff and governors can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	As required		<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	<ul style="list-style-type: none"> •Development of a cloakroom area that is accessible for all individuals. 	Academic year 2024/25	Capital budget	HT
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly 	Annually, and as new children join the school throughout the year	£100	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year. • Ensure there are enough fire exits around school that are suitable for people with a disability • Ensure staff are aware of need to keep fire exits clear

Targets	Strategies	Timescales	Cost/Budget	Monitoring
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily		All disabled personnel and pupils have safe exits from school.
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. The gate into the main entrance can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	On-going		There is a place for disabled members of staff and visitors to park throughout the school day.
<p>Access to Curriculum</p> <p>Increasing the extent to which pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> Staff aware of pupils' individual needs Ensure relevant pupils can access curriculum by employing trained staff Commitment to ongoing training for staff as required Effective use of equipment to promote learning where appropriate Curriculum Planning makes provision for pupils Lessons address a variety of learning styles and are differentiated appropriately Monitoring of pupils to ensures significant progress is made School visits are accessible to all pupils regardless of attainment or impairment 	<p>On-going</p> <p>On-going</p> <p>As needed</p> <p>As needed</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>As needed</p>	SLT Teachers to identify areas to be addressed	SLT Teachers to identify areas to be addressed
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> Analyse impact of Relationships Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. Consult pupils and staff on any proposed changes. Introduce new policies 	Annually, and as new children join the school throughout the year	School budget	Governors/Staff
<p>Premises</p> <p>Ensure that the external site is secure.</p> <p>Ensure that the internal site can be made safe and inaccessible if necessary</p>	<ul style="list-style-type: none"> Review personal risk assessments for individual children and fire risk assessments with development of the school buildings. Refurbishment of the toilets at Newbold and development of staff/disabled facilities. 		School	HT