

Accessibility plan

New Hartley First School



Approved by:	Governing Body	Date: October 2018
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Vision and Values

In his introduction to the County Council's Disability Equality Scheme, Chief Executive Mark Henderson stated that:

"Equality of opportunity for disabled people is not just about meeting a legal obligation; it is also about fairness and good sense, and a moral duty to challenge discrimination. Northumberland County Council is committed to promoting equality for all regardless of disability, age, gender, ethnic origin, religion, or sexual orientation."

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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

Our 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.

The school is committed to ensuring equal access for all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favorably in any procedures, practices and service delivery.

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.

The school supports any available partnerships to develop and implement the plan.

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against pupils in the admission and exclusions, and provision of education and associated services;
- not to treat pupils who are disabled less favorably for a reason related to their disability;
- to take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage

In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Improving Access to Education for Children

New Hartley is committed to improving access for all disabled pupils and prospective pupils.

We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible disabled pupils should have the same opportunities as their non-disabled peers in their access to education.

- The child is at the heart of everything we do.
- We will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for the Head Teacher and senior leaders, and for governors.
- We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

Definition of Disabled

Requirements for local authorities to put in place an accessibility strategy are specified in schedule 10 of the Act: Accessibility for disabled pupils.

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

This definition often includes learners who also have a 'Special Educational Need' (SEN). This happens when their disability has led to a learning difficulty. The Northumberland Accessibility Strategy 2016 to 2018 includes both disability and SEN considerations.

The national SEND Code of Practice 2014 also brought together these issues for the first time.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

The role of the local authority and local NHS partners:

The local authority provides specialist services to support schools in their SEN & Disability work. In some areas there is also a partner NHS service.

The different kinds of SEN and Disability and which services provide the support and training are listed here:

Type of SEN & Disability	Service to schools available including specialist teachers, teaching assistants and Educational Psychologists
Autism / ASD	Autism Team Inclusion support workers NHS Children & Young Peoples Service
Speech, Language & Communication / SLCN	Speech & Language Team NHS Speech & Language
Social Emotional and Mental Health / SEMH	Behaviour Team Inclusion support workers NHS Children & Young Peoples Service
Learning difficulties (moderate, severe or profound & multiple) / MLD, SLD, PMLD	Inclusion support workers Educational Psychology Service NHS Children & Young Peoples Service
Specific Learning Difficulties (including dyslexia) / SPLD	Literacy Team
Physical Difficulties / PD	NHS Physiotherapy NHS Occupational Therapy
Visual Impairment	VI Sensory Team
Hearing Impairment	HI Sensory Team
Multi-Sensory Impairment / MSI	Sensory Team
Medical Needs	EOTAS teachers those who are unable to access school due to significant illness School Nurses NHS Health Visitors NHS specialist services: specific to the nature of the condition e.g. epilepsy

The role of the local authority:

The requirement in the Children and Families Act 2014 to develop a local authority Local Offer has the express purpose of making information more accessible. The Northumberland Local Offer is available at

<http://www.northumberland.gov.uk/Children/Needs/Offer.aspx#northumberlandlocaloffer>

For those families who are not able to access the internet access to the Local Offer is being made available through:

- Printed materials
- Staff in education settings including pre-school, schools and colleges
- Information, advice and guidance services

- Training for partner organisations such as NHS services, social workers and careers guidance.

The local authority has recruited parents and young people to take part in 'editing groups' where printed and online SEND information is scrutinised and improved. The process began in 2016 and focuses upon these key questions:

- Is the information clear?
- Is it helpful?
- Does it cover all the things I would want to know?

The local authority specialist teams for visual impairment, hearing impairments and speech & language provide adapted information to those with specific communication needs.

The constant evolution and advances in information technologies require that we look for and take on new opportunities for making information more accessible. This focus is included in our annual review of the Local Offer. It also includes a review of any comments made by users as to how the Local Offer should be adapted or better communicated.

Increasing Access to the Curriculum for Disabled Pupils

- Work with health colleagues to secure the correct equipment for disabled pupils;
- Ensure that ICT equipment is regularly updated and meets pupil needs;
- Undertake value for money analyses for equipment purchase;
- Ensure effective communication with schools through networking and other means, in order to ensure that key staff are kept up to date and to ensure that good practice is shared as widely as possible;
- Provide specific advice to schools in developing their own plans to improve curriculum access;
- Ensure that School Improvement Partners (SIPs) are aware of the expectations on schools, and include challenge and support in this field within their work on school self-evaluation;
- Develop the skills of the wider school improvement team in relation to schools' work with disabled pupils;
- Ensure that the extended services strategy is developed in such a way as to increase the access of disabled pupils to activities beyond the school day.

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 <i>Include established practice and practice under development</i>	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p> <p>Do lessons provide opportunities for all pupils to achieve?</p> <p>Are lessons responsive to pupil diversity?</p> <p>Do lessons involve work to be done by individuals, pairs, groups and whole class?</p> <p>Are all pupils encouraged to take part in music, drama and physical activities?</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs. Children on the SEND register under Wave 3 have learning plans provided by class teachers specific to learning goals and are shared with parents.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils. We have a phase development lead Mrs Banks who ensures the curriculum is balanced and inclusive.</i></p>	<p>Establish a long-term overview / delivery of the curriculum</p> <p>Audit resources needed for SEN pupils across school</p> <p>Tracking and monitoring of pupils is effective and pupil progress meetings ensure practice is effective.</p>	<p>Establish effective:</p> <p>Long Term Plans</p> <p>Medium Term Plans</p> <p>Robust Tracking and Monitoring</p> <p>Effective interventions</p> <p>Mastery approach catering for ALL</p> <p>Phase planning</p> <p>New Computing room which is accessible for ALL learners in school.</p> <p>Ensure PSHE, British Values and SMSC is embedded across the phase range.</p>	<p>Mrs Banks (Phase Leader KSI)</p> <p>SLT</p> <p>Mr Dey</p> <p>Mrs Dowdney</p>	<p>Autumn 18 through to Summer 19</p>	<p>The subsequent impact would enable ALL learners to access the curriculum at their appropriate level.</p> <p>Additionally, lessons will all be delivered at a consistently high standard for ALL learners irrespective of their backgrounds, abilities, SEND needs. The actions implemented will ensure that good progress is made by ALL learners. Progress is made in all areas not just academically rather, holistically and spiritually.</p>

<p>Improve and maintain access to the physical environment</p> <p>Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?</p> <p>Are School visits made accessible to all pupils, irrespective of attainment or impairment?</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps (Back door and EYFS area)</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities accessible in the front reception of school (Male staff toilets)</i> • <i>Book shelves at wheelchair-accessible height</i> • <i>There is 1 step at each fire exit.</i> 	<p>Evaluate and audit accessibility throughout school objectively</p> <p>Questionnaire for staff to complete relating to accessibility for all pupils</p>	<p>Parents are invited on school visits where feasible and or necessary.</p> <p>Risk assessments ensure children attending visits to outside public places are safe and can access necessary learning.</p>			
<p>Improve the delivery of information to pupils with a disability</p> <p>Do staff seek to remove all barriers to learning and participation?</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources where needed for children with a visual impairment</i> 	<p>Evaluate and audit accessibility throughout school objectively</p> <p>Ensure school has clear signage in each classroom relating to fire and safety procedures</p>	<p>Walks around school</p> <p>Mr Oliver to put signs in each classroom in relation to fire and safety procedures.</p>	<p>SLT</p> <p>Mr Oliver</p> <p>All Staff</p>	<p>Autumn 18 through to Summer 19</p>	<p>School has clear signage in each classroom, halls and corridors are child friendly where necessary. ALL learners can safely participate in learning and can read age appropriate material.</p>

	<ul style="list-style-type: none">• <i>Pictorial or symbolic representations</i>• <i>FGM Roger system for pupils with Hearing Impairments</i>					
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4. Monitoring arrangements

This document will be formally reviewed every 3 years, but may be reviewed and updated annually where necessary. It will be approved by the Head teacher, Deputy Designated and Chair of Governors (Mrs. Stewart)

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit (Including physical environment)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor access only	Ensure that ground floor is kept clear as much as possible and to avoid cluttering means of access with unnecessary resources.	ALL staff	Continual
<p>Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?</p> <p>Is furniture and equipment selected, adjusted and located appropriately?</p> <p>Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?</p>	<p>Children with Hearing Impairments (HI) have progress closely monitored by school and outside agency professionals from within county and as part of NHS services. Teaching staff receive training if working with a child on a 1:1 basis from professionals and resources are provided to teachers who have children in their classrooms with a HI.</p>	<p>Ensure CPD for 1:1 support staff, teachers and TAs is kept up-to-date. Behaviour management approaches throughout school to continue to be monitored to ensure classrooms are kept at a reasonable noise level.</p>	<p>All staff</p> <p>Senior Leaders during lesson observations</p> <p>SENCO</p>	Continual
<p>Do we have facilities such as ICT to produce written information in different formats?</p> <p>Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities</p>	<p>ICT equipment provided when needed and as part of an inclusive curriculum delivery:</p> <ul style="list-style-type: none"> • Lenovo laptops • Computers in some classrooms • Computing suite 	<p>Ensure teachers are familiar with the methods of communicating with the SENCO. We have a SENCO referral form and teachers are able to verbally communicate any concerns or pedagogical based queries with the SENCO in terms of delivery QFT.</p>	<p>SENCO</p> <p>All teaching staff</p>	Continual

Corridor access	Plurality of corridors with access to classrooms, toilets and fire exits.	Ensure corridors have a clear pathway for all children, staff and visitors.		Reviewed half-termly
Parking bays	Parking for staff is secured. Parking for visitors can be accessed by asking the school office or alternatively parking can be accessed on the street adjacent to the school.	Ensure car park is secured at all times. Ensure that visitors parking on the street do so appropriately.	All staff	Continual
Entrances Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?	We have most recently had a fence built in order to improve the safety of children in accordance with risk assessments. Children cannot access the school car park. Signage around school is clear and pathways have been communicated with visitors and parent / child minders.	Ensure gates stay locked (gates closely monitored as access may be necessary at certain times of the day); access to car park during school hours is not made available to children. Signage around school continues to be present and easy to read / clear.	All staff	Continual
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?	All areas are accessible for children. However, with regards to pupils with physical challenges (wheel chair access) for example the toilets best suited for access are in the front entrance of the school and are fully wheelchair accessible.	Ensure that arrangements and teaching approaches continue to take into account the individual needs of pupils.	All staff	Continual
Ramps Can pupils who use wheelchairs move around the School without experiencing	3 ramps. 1 ramp accessible from Year 4 classroom. 1 ramp accessible from Early Years and 1 ramp	Ensure ramps remain clear and fully accessible at all times.	All staff EYFS staff for	Reviewed half-termly

barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	accessible from the rear entrance of school leading onto the school playground. Main entrance has flat access and both doors are capable of opening fully.		their ramp Year 4 staff for their ramp outside of the fire exit.	
Toilets	<p>I set of toilets, separate for boys and girls, accessible in the hall that leads out of the rear entrance.</p> <p>Staffing toilets are accessible from the main entrance into school.</p> <p>Male staff toilets are fully wheelchair accessible.</p> <p>Early Years have separate toilets accessible from within the Early Years setting.</p>	<p>Ensure toilets are kept clean and free from unnecessary cluttering.</p> <p>No coats or belongings to be kept in toilets. Coats are to be kept in cupboards to avoid unnecessary clutter of needed space.</p> <p>Children reminded not to run, or be inappropriate in the toilet area. Consistent adherence to school behaviour policy.</p>	<p>Mr Oliver</p> <p>Mrs Worthington</p> <p>All Staff</p>	Continual
<p>Reception area</p> <p>Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities?</p>	<p>Information is clear and risk assessments of the physical environment have demonstrated this.</p>	<p>Clear signage in the main reception.</p> <p>Photographs and names in the main reception area and around school of the following individuals:</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead • Deputy Designated Safeguarding Lead 		
<p>Internal signage</p> <p>Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and</p>	<p>Internal signage is clear and easy to read for ALL.</p> <p>We currently have no pupils who require information to be in Braille</p>		<p>Mr Oliver</p> <p>All staff</p>	

<p>prospective pupils who may have difficulty with standard forms of printed information?</p> <p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</p>	<p>and do not have information available in Braille or audio tapes where necessary.</p> <p>Décor and signage is clear and easy to understand for children with visual impairments and children with specific needs such as autism.</p>			
<p>Emergency escape routes</p> <p>Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?</p>	<p>All classrooms have a fire exit door accessible from within the area of the classroom. Failing this, all classrooms have additional emergency exits leading into school corridors.</p> <p>Fire Safety Plan</p>			