



NEWPORT
COMMUNITY
SCHOOL
PRIMARY
ACADEMY

ACCESSIBILITY PLAN

2018-2021

Date Adopted: 27TH November 2019

Author/owner: Local Governing Body

Review 1: Autumn 2020 - completed

Review 2 : Autumn 2021

1) The Accessibility Plan provides a format for addressing the statutory duties of The Equality Act 2010 and The Children and Families Act 2014. This policy is:

- Reviewed and reported on annually and re-written every three years
- Monitored by the SEND Governor and Ofsted as part of their inspection cycle.

2) The Accessibility Plan has been drawn up with reference to other school improvement document:

- North Yorkshire, Warwickshire and Liverpool, County Council
- LEAD Academy Trust
- Devon's Accessibility Strategy 2017-2020 and Local Offer.

The Accessibility Plan should be read in conjunction with the following documents:

- Equality Policy
- SEND Policy and SEND Information Report
- Behaviour Policy
- Teaching and Learning/Curriculum Policy
- PSHE Policy
- Health and Safety Policy
- School Improvement Plan

3) The school's context has informed this Accessibility Plan; views from stakeholders were gathered in June 2018 (Appendix 1) and incorporated into the action plan. An environmental audit was commissioned in July 2016 for pupils with sight loss and the recommendations considered to enhance safety, independence, accessibility and inclusion.

4) The Accessibility Plan is divided into three sections, publishing how the school aims to strategically plan to increase access over time, to:

- Improve access to the physical environment of the school to take better advantage of education, facilities and services provided
- Increase participation and access to the curriculum for pupils with a disability
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, volunteers and visitors with disabilities.

5) We are committed to ensuring our school is socially and academically inclusive, which values and includes all pupils, staff, parents, volunteers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to include all users of the school, including those with disabilities and protected characteristics, in the full life of the school. Our strategies to do this include;

- *promoting a welcoming environment for all*
- *following the Tarka Learning Partnership's admissions and recruitment policies and in adherence with equal opportunities; which do not discriminate against people with disabilities or protected characteristics or treat them unfavourably*
- *raising awareness of The Equality Act amongst staff and governors through a programme of training; acknowledging the need for ongoing training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter*
- *planning the physical environment of the school to cater for the needs of all users of the school, including those with disabilities*
- *finding ways in which all pupils can take part in the full life of the school, including; a full curriculum, extra-curricular clubs, school excursions and residential trips, devising teaching and learning strategies to remove barriers to learning, having high expectations, working in partnership with parents and local agencies*
- *examining our curriculum, library and reading books to ensure there are examples of positive images of diversely represented individuals and groups, including people with disabilities*
- *providing written information in a form which is user friendly and where needed, providing alternative forms of communication to convey information, for example, face-to-face meetings, telephone conversations, visually supported text, etc*
- *using language which does not offend in its literature and raising awareness within the school of the importance of language*
- *effective monitoring through gathering views of stakeholders;*
- ❖ *gather the views of our pupils through a variety of systems including, collective worship, the school council, Personalised Plan (SEND), pupil reviews and Year Six exit questionnaires*
- ❖ *systems in place for staff, governors and parents to communicate their views and opinions on a variety of matters; admissions information, parent- teacher meetings, SEND reviews, PintAs, induction/transition meetings and home visits, parent questionnaires etc. It will be important to adapt and develop these communication procedures to ensure the voice of people with disabilities is regularly listened to and involved in the life of the school, to ensure disabled people are informing future plans.*

5. Action Plan

We have produced an Accessibility Plan action plan to ensure that we fulfil our general and specific duties under the Equality Duty. Our previous accessibility plans outline the steps we have taken to improve curriculum access, provision of information to disabled pupils and physical access.

Key areas we are including as action points:

- Devon's accessibility audit tool, visual access information and Autism Education Trust audits to inform improved access to the physical environment of the school and physical aids to access education
- Cycle of staff training to include raising awareness of the Disability Act

The Deputy Head Teacher will review this policy for presentation to the Local Governing Body. The Head Teacher and Deputy Head Teacher will consult other stakeholders such as parents, health professionals and building professionals in formulating further action plans. From these discussions, priorities will be drawn up which reflect need and available financial resources.

5. Accessibility Plan: 2018-2021- reviewed annually

| Priority (i.e. what you are hoping to achieve) | Action Required (including necessary resources) | Success Criteria | Timescale (i.e. when the outcome will be achieved) | Responsible Person (s) | Evaluation Nov 19 |
|--|---|--|--|---|---|
| Curriculum Access | | | | | |
| To narrow the gap in attainment and progress for children receiving pupil premium funding and with SEND in relation to other pupils within school and nationally- see SIP objective. | To follow the School Improvement Plan action for addressing equality of provision and outcomes for pupils identified as 'disadvantaged' or with SEND. | - The 'gap' in attainment and progress between disadvantaged/SEND pupils narrows in comparison to 'other' pupils nationally. | Autumn 2018/19/20 – annual reporting of data * No data Autumn 20 COVID 19 Data trends following progress meetings to be shared NOV 20 | - Headteacher - SLT - Middle leaders | Annual data outcomes shared with LGB- HT report identifies trends to challenge |
| To anticipate the needs of incoming pupils from a new group related to disability equality and protected characteristics. | To promote the aspects of the Accessibility Plan and equality plans within the school community through a working party of stakeholders. To action the school's awareness and provision for groups of pupils and stakeholders related to | Potential vulnerable groups are represented in policies and action taken from the audit process to ensure the school is able to respond to all stakeholders needs. Teachers are confident in providing high quality first teaching- | Summer 2021 | - Deputy Head/Deputy SENDCo - Working party of stakeholders - Inclusion Governor monitor progress | Partially met, ongoing- 12/3/2019 planning meeting held Deputy Head/Inclusion Governor; SEND pupil voice gathered 22/5/19; AET training organised for TLP/LGB spring 2020; review of VI |

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| | <p>disability and protected characteristics- for example, addressing LGBT+ within policies; VI training, graduated response understanding.</p> <p>-Complete the Devon accessibility audit tool to identify further priorities and action, relating to school context, training, school provision, outcomes for pupils, mechanisms for involvement, action planning, reporting and publication.</p> | <p>universal provision- to meet SEND needs.</p> | | | <p>audit site manager and Deputy Head completed; VI training booked for 28.04.2020</p> <p>PDM training Aut 2020 – QFT and SEND - actioned</p> |
| <p>To promote positive attitudes, relationships and understanding to disability, protected characteristics and between all groups within our school community.</p> | <p>- Invite volunteers, (pupil, parent, staff, Governor, community) from consultation in June 2018 to address outcomes and incorporate into 2019 review of priority action.</p> <p>-Complete the Devon accessibility audit tool to identify further priorities and action, relating to school</p> | <p>- Stakeholders from the school are actively included in the annual review of the accessibility plan.</p> <p>- Outcomes of AET, VI, Devon’s accessibility audit are incorporated into the 2020 review of</p> | <p>Summer 2020 - held due to COVID 19</p> | <p>- Deputy Head - Working party of stakeholders - Inclusion Governor monitor progress</p> | <p>Partially met, ongoing- AET audits completed March 2018, February 2019 by Deputy Head/CAIRB Teacher – fed into LA CAIRB Quality Assurance report summary</p> <p><i>This school continues to provide a very strong model of inclusion. The school is clearly committed to supporting the holistic</i></p> |

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| | <p>context, training, school provision, outcomes for pupils, mechanisms for involvement, action planning, reporting and publication.</p> <p>-Three year cycle for staff/governors training related to Disability Act</p> <p>-To review the system for reporting hate/prejudicial incidents to LGB and LA</p> | <p>the Accessibility and Equality Plan.</p> <p>- Staff/governors attitudes and understanding of disability impacts in community cohesion</p> <p>- LA/LGB monitoring of hate/prejudicial incidents lessens over three years</p> | <p>Summer 2018</p> <p>Autumn 2021</p> | | <p><i>development of its pupils, supporting high quality learning and ensuring parents and families are engaged at the heart of this process.</i></p> <p>; Rehabilitation Officer for VI Children (ROVIC) 18/09/19 monitoring feedback ROVIC reports Education- no intervention has presently been identified</p> <p>Completed- June 2018 all staff training on Disability Act and letter (appendix 1) shared with all stakeholders</p> |
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| <p>Remote Learning – To audit pupils’ access to online learning/remote learning – COVID 19 and plan and deliver IT strategy to support (hardware and internet access)</p> | <ul style="list-style-type: none"> • Survey to parents to get data • Prioritise provision needs • Allocate funding and purchase • Loan agreement between school and families | <p>All children have provision access remote learning</p> | <p>Dec 20</p> | <p>SLT</p> | |
| <p>Provision of Information</p> | | | | | |
| <p>To review the school’s accessibility of information for all stakeholders- the website, communication channels for families with needs related to disability and protected characteristics, a variety of languages.</p> | <p>To review the website and ensure information is accessible and easy to locate for all stakeholders.</p> <p>To audit families/stakeholders needs related to communication and identify areas to improve- for example, information on DIAS, identified person in school to support queries, information available in a variety of formats. etc</p> | <p>Feedback from all stakeholders represents positive access to information.</p> | <p>Spring 2020</p> | <p>- Headteacher - SLT - IT Technician - Deputy SENDCo</p> | <p>Partially met, ongoing- TLP audit of website Oct 2019; new website published summer 2019; LGB monitoring of website spring 2020;</p> <p>Website easy to access – parent feedback</p> |

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| | To ensure information for families is provided in different languages. | | | | |
| To review the Equality Policy alongside the Single Equality Plan and ensure equality objectives are focused and incorporated into one plan. | -To review the Single Equality Plan alongside the Equality Plan and incorporate legislation into one plan and policy. | - A final policy for equality incorporating current legislation is completed. | Autumn 2019 | - Headteacher and Deputy Head - Working party of stakeholders - Inclusion Governor monitor progress | Completed LGB 27.11.19 adopted separate Equality Policy- Head Teacher finalising equality objectives for spring 2020; Deputy Head separated SEND Policy/Accessibility Plan/SEN Information Report into separate policies for ease of reference/Single Equality Plan amalgamated into Equality Policy |
| Physical Access | | | | | |
| To review the accessibility of the school site in relation to the Devon accessibility audit tool and Rehabilitation Officer | To use Devon's accessibility audit tool and ROVIC VI audit to identify further site provision for people with a disability. | The health and safety premises plan identifies long term strategic plans to address areas of need identified through the audit of | Summer 2020 | - Headteacher, Deputy Head, Site Manager | Completed- review of VI audit site manager and Deputy Head completed; ROVIC reports Education- no |

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| Visual Impairment for Children (ROVIC) audit. | | physical access to the school site. | | | intervention has presently been identified |
| To review the signage for the pupil/adult disabled toilet, ensuring it is re-signed as an accessible toilet for pupils with a disability and protected characteristics. | To change the signage of the pupil/adult disabled toilets. | The signage for accessible toilets in school is positive for people with a disability and protected characteristic. | Autumn 2019 | - Deputy Heda, Deputy SENDCo, Site Manager | Completed Signage being ordered and to be in place by January 2020 |

Review Date: Annual review and Accessibility Plan to be re-written in September 2021

Senior Member of Staff Responsible: Deputy Head

Designated Member of Staff: Gillian Courtenay- Deputy Head

Governor Responsible: David Cresswell- Chair of Governors

Historical plans

Strand B: Improving the extent to which disabled pupils can participate in the school curriculum

| Issue of accessibility identified | Action to be taken | Who/when | Estimated cost | Success criteria |
|-----------------------------------|--------------------|----------|----------------|------------------|
| | | | £4000 | |

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|--|--|--|---------------|--|
| No ramped access to the school building | To investigate raising existing concrete mounds to classroom exits | LEA whole school redevelopment plan Resources committee 2006/07 | | Disabled access to all classroom doors |
| No ramped or disabled access to front of school and rear playground to toilet area | To construct a ramp to front and rear of the school (as part of the staffroom changes) | Resources Committee LEA March 2007 | £6000 - £8000 | Disabled access to front of school |
| No internal means of access from KS1 area to I.T. suite | To investigate a means of internal movement from one level to another (there is currently external access) | Resources Committee April 2008 | £6000 | Internal disabled access from one level to another. Been to see school in Ivybridge £5000-£6000 per square lift – works well – John Stevens. Space may be an issue |

Historical plans

Strand B: Improving the Physical Environment of the School

| Issue of accessibility identified | Action to be taken | Who/when | Estimated cost | Success criteria |
|---|---|-----------------------------|----------------|--|
| No ramped access to the school building | To investigate highering up existing concrete mounds to | Resources committee 2007/08 | £4000 | Disabled access to all classroom doors |

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|---|--|-----------------------------|---------------|---|
| No ramped access to Year 4 mobile | classroom exits / communal entrances To construct a ramp allowing access to Year 4 mobile | Resources Committee 2004/05 | £3500 | Disabled access to Year 4 mobile classroom |
| No ramped or disabled access to front of school | To construct a ramp to rear of the school | Resources Committee 2007/08 | £6000 - £8000 | Disabled access to rear of school |
| No internal means of access from KS1 area to I.T. suite | To investigate a means of internal movement from one level to another (there is currently external access) | Resources Committee 2007/08 | Unknown | Internal disabled access from one level to another. |

Historical plans

Strand C: Improving the delivery of information of the School

| Issue of accessibility identified | Action to be taken | Who/when | Estimated cost | Success criteria |
|---|---|---|-----------------------|--|
| No parent accessible information on school approach to SEND/disability on website | To produce one document detailing information on the school's approach to SEND, inclusion, disability. To have available to all parents SEND information at parent point | Inclusion Manager/Andy by end of spring term 2008 | None | One document detailing inclusion, disability and SEND policies |

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|---|--|--|-------------|--|
| <p>No documentation to ensure all SEND abbreviations are understood</p> | <p>A key to explain abbreviated terms used in IEP's, to be given out to staff and parents at termly Inclusion Review</p> | <p>Inclusion Manager by autumn term 2007</p> | <p>None</p> | <p>Staff and parents keep copy of SEND key with termly IEP</p> |
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Appendix 1

How we have involved all participants in developing this plan

In the development of the Accessibility Plan, a consultation process was incorporated to include parents and carers, their children, the staff, the governors and other users of the school.

A questionnaire was sent out to all those within the school community, to gather information on their views in relation to the Equality Act. This included a named designated staff member (Deputy Head Teacher) that people could approach in relation to the scheme and offered confidential support in discussing any issues that may have arisen out of the consultation process.

This was very useful in gathering information in identifying barriers that people faced in their access to the school's provision and environment. The consultation also provided information on finding out what the strengths of the school were in supporting the diverse needs of the school community, SEND including SEND Information Report and Single Equality Plan

identifying any ongoing concerns, requesting ideas and views about any further reasonable adjustments that could be made to support people with a disability or protected characteristic and considering the communities opinions in relation to priorities for our action plan and ways in which to promote diversity and equality throughout our school.

4th June 2018

Dear Parent/Carer,

The Equality Act 2010 requires public sector bodies, including schools, to promote equality for people with a disability in every aspect of their work and protect people from discrimination and harassment.

The Act defines a disability as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Disability Act 2010, 4.4)

The Public Sector General Duty (section 149), introduced by the Equality Act, extends this positive promotion to have due regard to promote equality for all people and this extends to all protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment (gender identity).

As a school we need to have a regard to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct
- Advance equality of opportunity
- Foster good relations between people

(General Duty, section 149)

I am currently reviewing our equality objectives to inform our Equality Policy, Disability Equality Scheme and accessibility plan and would like to engage you for your views on our current provision relating to equality of opportunity. I am gathering information from staff, pupils, parents, governors and visitors to the school.

Please complete the questionnaire provided and return to your child's class teacher by Monday 25th June 2018.

Kind regards,

Gillian Courtenay
Deputy Head for Inclusion and Safeguarding

Impaired or Disabled Pupils in School- Primary Need (November 2019)

| | | | |
|--|----|---|----|
| Mobility difficulties | 0 | Allergies (healthcare plans/recorded in school) | 4/ |
| Blind or vision impairment | 2 | Learning difficulty | 13 |
| Deaf or hearing impairment | 2 | Specific learning difficulty/ Dyslexia | 4 |
| Autistic Spectrum Disorder | 13 | | |
| Mental health condition | 4 | Communication interaction /speech and language difficulty | 15 |
| Chronic progressive medical condition | 3 | Other, please state: | |
| Chronic recurrent condition, for example, asthma, epilepsy | 51 | | |

Total: 111

