



**NEWPORT
COMMUNITY
SCHOOL
PRIMARY
ACADEMY**

ACCESSIBILITY PLAN

(Review and extension of 2018 – 2021 Plan)

Date Adopted: 05.2022

Author/owner: Local Governing Body

Review: 05.2023

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 2020-2023 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. 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) and pupil reviews.
 - 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, 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 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.

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
CURRICULUM					
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	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. (no national data since 2019). Targets to be set Sept 2022.	From September 2022	Headteacher & SLT	
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 disability and protected characteristics- for example, addressing LGBT+ within policies; VI training, graduated response understanding.	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- universal provision- to meet SEND needs.	Ongoing	Headteacher & SLT	

	<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>				
To promote positive attitudes, relationships and understanding to disability, protected characteristics and between all groups within our school community.	<p>Complete the Devon accessibility audit tool to identify further priorities and action, relating to provision and practice in school.</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</p>	<p>Outcomes of audit, Devon's accessibility audit are shared with stakeholders.</p> <p>Action plan published to area priorities identified.</p> <p>Staff/governors attitudes and understanding of disability impacts on community cohesion</p> <p>LGB monitoring of hate/prejudicial incidents remains low and decreases.</p>	On-going	Headteacher, SLT & working party of stakeholders	
PROVISION OF INFORMATION					

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.	To review the website and ensure information is accessible and easy to locate for all stakeholders. 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 To ensure information for families is provided in different languages.	Feedback from stakeholders represents positive access to information.	Spring 2023	Headteacher & SLT IT Technician	
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 2022 onwards	Trust working party, Headteacher & SLT	

PHYSICAL ACCESS

To review the accessibility of the school site in relation to the Devon accessibility audit tool and Rehabilitation Officer Visual Impairment for Children (ROVIC) audit.	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 physical access to the school site.	Autumn 2022	SLT & Site Caretaker	

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

Senior Member of Staff Responsible: Headteacher

Designated Member of Staff: Harriet Vickery - SENDCo

Governor Responsible: David Cresswell- Chair of Governors