

# Newton Hill Community School



## EQUALITY AND ACCESSIBILITY PLAN 2023-2026

## **Aims**

Newton Hill Community School is an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how our school intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. 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.

Our accessibility plans are designed to:

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve the physical environment to enable pupils with a disability to take advantage of education and school facilities and services
- Improve the availability of accessible information to pupils with disabilities.

## **Links with other policies**

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

Equality Policy

Health and safety Policy

Special Educational Needs Policy

Intimate Care

## **Baseline Audit**

### **Curriculum:**

- 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
- 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
- Well established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff
- All SEN pupils have their own personalised learning plan with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SLT.
- Close working relationship with external agencies established |(e.g. EP CAMHS etc.)
- SEN Friendly Classrooms with visual timetables
- Symbol supported environment in Early Years
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, large print papers if necessary).
- High quality curriculum to enable all pupils to feel secure and make progress.
- Teaching Assistants deployed to implement specific English, maths and other interventions
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training supported in school.
- Support is given for children with additional needs around food.

### **Physical Environment:**

- Our playground is accessible for wheelchairs
- Ramps allow wheelchair access from the playgrounds to our EYFS class area – all other areas are accessible
- The main school entrance has a ramp access as well as an additional entrance into school
- Disabled toilet with provision for nappy changing.
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
- Induction loop available in main reception
- 2 disabled parking spaces available on school site

### **Other facilities / provision, including access to information**

- Open door policy
- Health care plans
- Many staff are Epipen, Epilepsy and Diabetes trained
- Teaching staff experienced and trained to support children; for example, with ASD
- Staff training led by SENCo, includes training for trainee teachers and support staff
- Parents coffee mornings held regularly
- Referrals to external agencies
- Full time Learning Mentor

**Provision of information to pupils with a disability:**

- This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.
- The school has an open-door policy and parents may contact the school if they feel they need advice or additional information.
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend our school are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us
- It is our aim to ensure that the transition of pupils with a disability are well-planned for.

**Targets and outcomes****During the academic years 2023-26 we intend to:**

## Strand 1

**Further ensure access for disabled pupils to the curriculum**

- Ensure the new curriculums are fully accessible to all learners
- Investment in TA training cycle to continue to raise the awareness of SEN/Disabilities Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies
- Ensuring that all staff are provided with training on disability issues.
- Continue to support communication friendly classrooms
- Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.
- To improve explicit tracking of SEN achievement and feeding back to teachers
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.
- Analysing extra-curricular provision to ensure participation for children with SEND. Continue to improve SEN Pupil Voice

## Strand 2

**Improving access to the physical environment**

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

## Strand 3

**Improving the delivery of written information to disabled pupils**

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through yearly monitoring and evaluation process.

**Monitoring and Evaluation**

Analysis of progress and attainment data – sent to governors annually  
Feedback from parents and health professionals regarding specific children  
SDP and self-evaluation scrutiny  
Review progress annually – Pupil progress

<b>ACCESSIBILITY PLAN</b>	<b>INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM</b>
<b>STRAND 1</b>	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs both within the curriculum and in the classroom/environment. Staff are supported to ensure the curriculum is accessible to all learners.	Ensure regular SNA training cycle continues to raise the awareness	Assistant Headteacher/SENCo	All support staff will feel confident in their knowledge of SEN/disabilities and will feel able to offer different types of support strategies	By July 2024
	SNA audit of awareness and ideas to support	Assistant Headteacher/SENCo	Support staff knowledge will improve as evidenced by the audit follow up	By July 2024
	Share a range of strategies/resources to support pupils with a variety of needs e.g. dyslexia, ADHD, ASD etc.	Assistant Headteacher/SENCo	All staff are confident in their ability to support children with a variety of needs	By July 2024
	To ensure children with a EHCP and a diagnosis of autism are tracked and monitored using the new Autism Education Trust (AET) tracker	All staff	New Achievement tracker established and placed on shared drive for easy access by teachers.	By July 2024
	All staff to have AET training (Module 1 and 2) to support children with Autism	All staff	Staff have more awareness and strategies to support children with autism in school	By July 2024

<p>To improve tracking of SEN achievement through FFT (Fisher Family Trust)</p>	<p>To analyse class provision maps half termly to ensure SEN children are getting the extra support they need</p>	<p>SLT/ Assistant Headteacher/SENCo</p>	<p>Class provision maps updated half-termly and scrutinised by Assistant Headteacher /SENCo and SLT</p>	<p>By July 2024</p>
<p>To review patterns of participation in after school clubs for children with SEND</p>	<p>Analysing extended school provision to ensure participation for children with SEND.</p>	<p>Assistant Headteacher/SENCo and member of staff responsible for extra-curricular provision</p>	<p>Report shows that children with SEN are well-represented in after-school provision</p>	<p>By July 2024</p>
<p>To ensure we hear the pupil voice of those children with SEND/disabilities</p>	<p>To include all SEND pupils' contributions in their SMTLP, MSP and Annual reviews</p>	<p>Assistant Headteacher/SENCo/ Teaching Staff</p>	<p>Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.</p>	<p>By July 2024</p>

<b>ACCESSIBILITY PLAN</b>	<b>IMPROVING THE PHYSICAL ENVIRONMENT</b>
<b>STRAND 2</b>	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.	Premises staff HT / SBM / Admin	For all pupils and staff to be able to move around outside the building easily and safely	Ongoing
	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	SENCO	All pupils have equal access to a broad and balanced curriculum	On-going
	Headteacher, (SLT), SBM and governors along with premises staff, to walk around the school site to see how it would look like to a visitor / new parent arriving on site.	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing
	Install fold down table in the main reception for ease of completing any forms	SLT/Admin/Premises	Accessible table available	By July 2025
	Staff to be trained in use of induction loop available in reception	SLT/Admin	Induction loop is used and is successful in including all	By July 2024

	<p>To review adult toilet areas – ensure ambulant disabled staff/visitors room to manoeuvre.</p> <p>New lighting system in place in the new build – lights are automatic. Old building- coloured border around light switches to allow for visually impaired to be able to use. Lighting being updated Summer 24 to match new building.</p>	<p>HT/SBM</p> <p>HT/SBM</p>	<p>Everyone, including people with SEND or a disability can easily access the toilet areas</p> <p>Visually impaired people are able to identify the lighting around the school.</p>	<p>By July 2025</p> <p>By July 2025</p>
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<b>ACCESSIBILITY PLAN</b>	<b>IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS</b>
<b>STRAND 3</b>	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources	Teaching Staff & SNA's Assistant Headteacher/ SENCo	Pupils will be able to communicate their wants and needs.	By July 2024
	To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.	Teaching Staff & SNA's	Pupils will be supported in their language development.	
	Social Stories to be used as necessary to aid children's transitions and as required at other times	Class teachers/ SENCo	Pupils will be supported during times of change.	
The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.	SEN Governor and SENCO will update this audit of accessibility annually	Assistant Headteacher/ SENCo * SEND Governor	Accessibility plan is regularly reviewed and updated	By September 2023

## Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

### Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	X	
Do staff provide alternative 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?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

## Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, library, and outdoor sporting facilities, playgrounds allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		x
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
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?	x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		x
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		x
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?		x
Is furniture and equipment selected, adjusted and located appropriately?	x	

## Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		x
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	