



Newnham Croft School Accessibility Plan 2020-2023

Newnham Croft School is committed to ensuring equal treatment of 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 favourably in any procedures, practices and service delivery. This school will not tolerate harassment of any person whether a disabled people with any form of impairment or a pupil who is a carer of disabled parents.

This **Accessibility Plan** is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Newnham Croft Primary School is committed to providing an environment that enables full curriculum access that values and includes 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.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Newnham Croft Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

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

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

- Newnham Code
- Behaviour Policy
- Curriculum Policies
- Emergency Evacuation Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Actions taken under the act in response to stakeholders views

In the past we have improved our accessibility substantially with capital building work in the school, building a disabled wet room, a therapy room and major modifications to all our KS2 classrooms and corridors.

Involvement of Disabled People in Developing the Scheme

Responsibility for developing this scheme lies with the Headteacher, Senior Leadership Team (SLT), governors, parents of disabled child, disabled parents.

Developing a voice for disabled pupils, staff and parents/carers

Disabled pupils and their parents and other disabled members of the school community will be involved in devising, monitoring and evaluating this scheme.

Pupils and their parents will have a direct voice into this scheme through review with the head teacher, IEPs, EHCPs and the Parent and Guardian Survey.

The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of disability.

Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure compliance with the Equality Act 2010.

School Facility Lettings Use by the community

We are aware that developments to improve accessibility of the school to disabled users are required. We know that under the Act it is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises.

Medical Provision at School

The school has a LA school nurse who is available throughout the term. Our nurse provides a direct link between school and health care professionals dealing with our pupils and their parents.

An Access Audit was carried out by the HT, a governor, the site manager, a disabled staff member, a parent with English as a second language and a parent who is a wheel chair user.

A number of recommendations were made as follows (draft below):

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Access/exit to the playground - the gate can be very crowded, so a wheel chair user may have to wait quite a long time for space to get through.	Explore the viability of keeping the one way loop created for Covid-19 in the longer term to allow for a flow of parents in two directions to assist accessibility.	Summer term 2021	medium	Nil	Decision made that both gates will be opened post-Covid to provide a wider access path but not necessarily using the one way system
2	Access for physically impaired children - to the Reception classroom from the reception play area. -to the outdoor classroom doors of the Year 3, 4, and 5 classrooms	There is a wooden step that should be replaced with a fixed ramp, which reduced the risk of a barrier being created and a risk of tripping for those with movement difficulties.	Autumn term 2021	medium	£300	
3	Access for physically impaired children -to the outdoor classroom doors of the Year 3, 4, and 5 classrooms	To create wheelchair access slopes concreted in from the playground along the side wall up onto the platform outside the classrooms.	Summer 2022	Medium	£500	
4	Access for disabled staff – Car park suitability for disabled users	Improve the surface of the school car park to make it suitable for disabled staff members and other disabled users to use without the risk of a trip hazard.	As soon as possible	medium	?	Tree stump removed (trip hazard) in June 2021.

5	Access for adults or pupils who are visually impaired – The suitability of transition spaces around the school	Repaint the corridor walls at the next opportunity, where they currently have highly reflective paint, with a matt alternative. Have a resource of orange tape in school to attach to walls, steps and doors when required to be able to support visually impaired children and adults transitioning around the building. This would create guided walls and identification of potential obstacles. To identify trip hazards and areas of low contrast and identify how these places could be marked up for visually impaired people. To make sure that if required all school signage would be presented in high contrast formats.	Autumn 2021	Medium	£200 paint £60 tape reels	
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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Sensory provision developed to meet the needs of high needs pupils	To further develop the activities available for sensory needs of pupils.	Autumn 2021	Medium	Resourcing costs (estimated £250)	
2	SEND Interventions	SENCO to audit current interventions and IEPs and their success/impact on progress. Provision mapping to be used with individual pupils when appropriate.	Ongoing	High	Resourcing costs of identified areas to develop	All interventions are running at 97% levels of completion as of June 2021.
3	Staff training insupporting pupils with SEND – focus on key areas of need within the school	Two training sessions booked for Dyslexia level 2 training. Makaton training to be planned for staff working with children with limited language	Nov-Dec 2020	High	CPD for staff External specialist costs	Completed 8 th December 2020

Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested, including access for parents with English as an additional language.	The school will make itself aware of the services available for converting written information into alternative formats. Revamp the school website to allow functionality for translation into as many languages as possible.	Summer term 2021 for launch in Autumn 2021	High	£95	Completed 2 nd June 2021