



Neville's Cross Primary School and Nursery

Accessibility Plan

Date of policy: September 2021

Review date: September 2024

At Neville's Cross we believe that every child has the right to a secure, safe and positive environment where they can develop and grow by utilising all the opportunities available to them. We want all children and their families to feel welcome and involved at Neville's Cross.

Aims

This plan has been developed in order to achieve our school aims of:

- Providing a happy, caring environment in which both children and adults feel secure and valued, where they will find satisfaction and pleasure in their work and where learning will flourish.
- Developing each individual as a caring, concerned and contributing member of the community.
- Encouraging individuals to celebrate their own and other's achievements and to develop a wider appreciation of human fulfilment and aspiration.
- Helping children develop spiritually and morally, drawing inspiration from and developing tolerance of, world religions, cultures and ways of life.

Purpose of the Plan:

This plan shows how Neville's Cross Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Plans for accessibility improvement are developed through our school evaluation and developmental planning process.

Our action planning for improvement addresses the following:

- Physical facilities

- The school curriculum
- Support services
- Communication of information

The Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

Definition of disability under the Equality Act 2010:

You are disabled, under the Equality Act 2010, if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal activities.

What ‘substantial’ and ‘long-term’ mean:

- ‘Substantial’ is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed
- ‘Long-term’ means 12 months or more – eg: a breathing condition that develops as a result of a lung infection

Legal Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School’s Context

We are a maintained Primary School and Nursery Unit for children between the ages of 3 years and 11 years old. The school comprises of a separate nursery unit, one main school building and a detached classroom currently used by Year 5 and 6 children. We have a large school field and playground area, including a MUGA. The building is set over 2 levels (EYFS and KS1 and KS2 corridor). Currently, if a wheelchair user is in the EYFS/KS1 part of the school building they would have to go out onto the playground to access the KS2 corridor and hall which is used for lunch, PE and assemblies.

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities (this list is not exhaustive as children's medical conditions can change).

These include:

- diabetes
- asthma
- eczema
- ADHD
- ASD
- Allergies
- Stoma

Physical

Process for Identifying Barriers:

To ensure the building remains accessible for all, the Head teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Current access provision:

- The building has an accessible entrance at the school entrance/office. There is also ramp access via the school yard. The KS2 doorways both have small kerbs. The nursery site is accessible from ground level. The EYFS classroom is accessible from ground level via the school yard. The KS1 classrooms have a large kerb.
- The paths leading to the building from the main highway are of different widths with the central pathway being wide enough for a wheelchair to pass comfortably.
- The EYFS outdoor area is accessible from ground level and has a slope down into the garden area.
- The building has one accessible toilet on the KS2 corridor. There is also a wider toilet cubicle within the KS2 girl's toilets.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- The new dining room furniture allows for wheelchair access and is of a suitable height.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at the majority of points in the building.
- The school have a number of portable devices such as iPads and laptops for pupils use.

Objectives for Improvement in Access to the Physical Environment 2021-22 Target	Strategies	Time-Scale	Responsibility	Success Criteria
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds. Governors with responsibility for this area to check accessibility and then produce an Action Plan based on the findings.	Short Term Accessibility Audit to be completed by Oct 2021 Medium Term March 2022 Long Term To be reviewed annually	Head Teacher Governors	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.
Improve medical facilities in accessible toilet and EYFS, for those children who require intimate medical care.	Access advice from L.A. and other relevant agencies.	Autumn Term 2021	Head Teacher SENCo	Facilities required will be made available.
Ensure any proposed 'new build' project is physically accessible for everyone.	Services appointed will ensure compliance with building regulations regarding accessibility.	Long Term Until any new construction begins.	Head Teacher	Any new construction will be fully accessible.

The School Curriculum

Process for Identifying Barriers:

Teachers planning is moderated and monitored by SLT and subject coordinators to ensure specific learning needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Within teacher's medium and short term planning, named pupils work on programmes aimed at improving their basic skills in literacy and maths, coordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is adapted to meet all learner's needs.
- All children are given equal access to a wide range of extra-curricular activities, visits, visitors and themed weeks which address specific subject learning opportunities such as: science week and performing arts.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid, First Aid in the Work Place or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy.

- To ensure the curriculum is accessible for all, the school use visual timetables, wobble boards, pencil grips, motor programs, movement programs, speech and language programs and offer a number of therapy programs as a means of support for identified pupils.
- All staff receive Level 1 safeguarding training, the HT, DHT, EYFS lead and SENCo have level 2 qualifications and the HT has attended numerous additional safeguarding training sessions.
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are permeated across subject and evident in class display books and the sharing of pupils work through display.

Objectives for Improvement in Access to the Curriculum 2021-22 Targets(s)	Strategies	Time-Scale	Responsibility	Success Criteria
Ensure all staff are confident and knowledgeable of their class needs at the start of the new term.	SENCo to share whole school overview of SEND. FB to share medical plans with all staff.	Autumn Term 2021 then updated/shared as necessary.	SENCo FB	Staff will be fully aware of all needs within their own class.
Ensure access to the curriculum for all children regardless of disability.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time. Subject leaders consider, when planning, opportunities so that the curriculum is accessible to all.	On going	Head Teacher SENCo Subject leaders	All staff are trained and confident with issues linked accessibility and inclusivity with regards to accessing the curriculum.
All out-of-school activities and after-school provision is planned to ensure the participation/accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	On going	Head Teacher SENCo External providers, eg Simply Sport.	All out-of-school activities and after school provision will be conducted in an inclusive environment with providers that comply with

	Provide additional support, if required, to ensure accessibility to all.			all current and future legislative requirements.
--	--	--	--	--

Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in County Durham. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need. Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.

Current Support Services:

- The school work very closely with multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly, via CPOMS, after meetings or discussions concerning the child so that all relevant staff are kept informed.
- The school use the services of all the professional teams working within the local authority including health colleagues such as CAMHS, SALT, EMTAS, Health Visitors, School Nursing Team, Virtual Schools, Counselling Service, Family Workers, Domestic Violence workers, One Point teams and Social Workers.
- The school also buy into the services of the Local Authority Educational Psychology Service and EWEL Team.

Objectives for Improvement of Access to Support Services 2021-22 Target	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer children. Ensure all staff receive Safeguarding training and know the referral process in school. Ensure all staff are working with the SENCo to identify areas of need for each child.	September 2021 September 2021 On going	Head Teacher SENCO	Staff audit completed and areas to develop identified. CPD offered.

	Staff are confident when sign posting parents to support services.	On going		
--	--	----------	--	--

Communication Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as weekly newsletters, class newsletters, text messaging, class email address, Seesaw, Home to School Record Book, termly parents evenings, notice boards outside the main pick up point, and our school website.
- Teachers are always available at the start and close of the school day on the main yard when they see their pupils out of school

Objectives for Improvement of Access through Communication 2021-22 Target	Strategies	Time-Scale	Responsibility	Success Criteria
Make available school brochures, school newsletters and other information for parents / carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	On going	Head Teacher	The school will be able to provide written information in different formats when required for individual purposes.
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors meetings.	Clerk to Governors to add to list of required publication details.	Annually	Head Teacher SENCO	Adherence to current legislation.

