



Policy for: [Accessibility plan and policy](#)

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Signed by Chair of Governors:

[Introduction](#)

Newdigate Primary and Nursery School is committed to providing an appropriate and high quality education to all our pupils. We believe that all children, including those identified as having a disability or special educational need, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Newdigate Primary and Nursery School is committed to Inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, disability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented / most able
- those who are looked after by the local authority (CLA)
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This accessibility plan intends, over time, to increase the accessibility of our school for all disabled pupils, staff, parents/carers and visitors. Consideration to accessibility has been given to all building work. The purpose of this policy is to ensure a clear plan of action is in place for all future development.

Legal position

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

In line with our ***Equal Opportunities Policy*** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

The ***Equality Act 2010*** states that schools 'need to carry out accessibility planning for disabled pupils.'

School are expected to implement accessibility plans which focus on:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, beliefs, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our responsibilities:

Access to the Environment

- Newdigate Primary and Nursery School is a single site school, with Nursery, Reception/, Key Stage 1 and Key Stage 2 departments joined by a long corridor. The school is built on one level. Classrooms may be accessed by corridors from which there is wheelchair access.
- We have two purpose-built rooms for children to receive personalised medical treatment and we have laundry facilities. There are two wheelchair accessible toilets for children or adults in the Key Stage 2 area, one in the reception area and one near the Foundation area.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps and handrails) for visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains/blinds).
- An access audit of the school has been carried out and recommendations are built into our repairs and maintenance programme.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- If staff or pupils require support to move safely around school (for example, the use of a wheelchair), an individual risk assessment is to be completed and reasonable adjustments are to be made.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Curriculum guidance and schemes of work are in place and differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information

We will endeavour to:-

- Provide information in formats other than print (e.g. Braille, symbols) for all children requiring this
- Adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- Provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Newdigate Primary and Nursery School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- Library resources will be reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of PSHE activities for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Newdigate Primary and Nursery School encourages the inclusion of all children in the School Council and other consultation groups.
- We have high expectations of all our pupils, including those with a disability or special educational needs.
- We aim to include children in their target setting and encourage and support them to take an

active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

Working with disabled parents/carers

- Newdigate Primary and Nursery School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in rooms that are accessible to wheelchair users.

Disability equality and trips or out of school activities

- Newdigate Primary and Nursery School tries to make all trips inclusive by planning in advance and using accessible places. We aim to offer year five and six children the opportunity to attend a residential activity centre, and will liaise with parents/carers to provide additional support for individual children as required. Risk assessments are completed for all trips or out of school activities. Reasonable adjustments that need to be made are noted on these risk assessments for all adults to follow.
- All children from Reception, KS1 and KS2 are welcome at our extra-curricular activities. Breakfast Club is open to all children from Reception onwards.
- No pupil is ever excluded in taking part in these activities because of their SEN or disability

Accessibility plan

Target	Strategy	Outcome	Responsibility / Monitoring	Timescale
Accessing the curriculum				
To ensure appropriate use of specialist equipment to benefit individuals and staff.	- Staff training to use specific equipment, when necessary (e.g. hearing aids) - Resources to be purchased to support children accessing learning (e.g. coloured overlays, wobble cushions, weighted blankets etc). - Outside agency advice to be gained when needed, based around child's needs. - Outside agencies to support staff in implementing new equipment, interventions, support systems etc.	- Staff will feel confident to implement different resources to support children - Children will feel enabled and increased confidence to access their learning.	HT SLT SENDCo SENDAR (if a child has an EHCP) School business manager Class teachers	- Ongoing – when required - Ongoing – when required - Ongoing – when required - Ongoing – when required
To ensure ICT is appropriate for pupils with disabilities or special educational needs.	- Proritise new software to purchase - Implement apps in which enable children to access the curriculum with growing independence (e.g. Clicker) - Ensure staff are trained in using Communication in Print - Enhance the use of Chromebooks, Laptops and iPads for children who have difficulty recording information. - Review accessibility of ICT	- All children will be able to access the use of ICT within the daily school life - Children who find recording in books difficult, will feel more confident using ICT - Apps and software will be beneficial and meaning to support staff and pupils - Staff will feel confidence in using ICT to support children with disabilities or additional needs.	HT SLT SENDCo School business manager ICT coordinator and technician	- Over next 3 years - Ongoing – when required - When training is available - Embed over next 3 years - By September 2024
To improve provisions for pupils with a disability and/or special educational need.	- Develop the space within school to create low arousal/sensory areas in which children can access when needed. - Purchase relevant	- Children will feel safe and secure in school - Children will know how to use appropriate	HT SLT SENDCo	- By July 2023 - Ongoing –

	resources to ensure that pupils with a disability or additional need can access the curriculum, lesson or activity. • Gain advice from outside agencies to support children's individual needs • Work with the Specialist Teaching Service and Educational Psychologist Service to develop social, emotion, mental health support within school, which all children and staff can access.	resources with school to support them throughout the school day • Strategies and resources will be beneficial for the individual child • Staff will feel confident in supporting all children in which they work with	FLM School business manager Class teachers	when required • Ongoing – when required • To be fully in place by September 2024
To ensure all out of school activities are planned to ensure the participation of all pupils.	• Ensure all school activities are accessible to all • Risk assessments to be undertaken where appropriate • Investigate opportunities for specific SEN supporting activities (e.g. NB Leisure Trust SEN focused activities). • Where needed, seek external agency support (e.g. medical advice)	• All pupils with a disability or special education need will be able to access out of school activities • Staff will know the strategies to implement and will feel confident to support	HT SLT SENDCo School business manager Class teachers PE coordinator	• Ongoing – when required • Ongoing – when required • Ongoing – when available • Ongoing – when required
To ensure that staff utilise access arrangements during assessments, for children with disabilities and special educational needs.	• Staff to use the access arrangement guides when completing formative assessments (see www.gov.uk website for further information) • Staff to ensure that font size of assessments is inclusive and supportive for those with a visual impairment • End of Year 6 assessments to be reported to the DfE/LA • Outside agency support to be gained to review access arrangements	• Children with disabilities or special educational needs will be fully included in accessing assessments based on their needs	HT SLT SENDCo Class teachers	• Ongoing – when completing assessments • Ongoing – when completing assessments • Yearly – during summer term • Ongoing – over the year (especially Year 6)
Physical environment				
To ensure all learning environments suit the needs of all children.	• Layout of classrooms, corridors and halls mean that children, staff and visitors can access all areas of the school • All equipment needed throughout the school day is accessible • Corridors are kept clear	• There are no trip/fall hazards around school • Children and staff can move freely around all areas of school • Children feel able to access their	HT SLT SENDCo School business manager	• Ongoing – at all times • Ongoing – at all times • Ongoing – at all

	• Access to disabled toilets • Effective monitoring of the school grounds, especially ramps and paving slabs • Communication in Print to be used to support visual learners • Size of font used within resources are beneficial for children's needs (e.g. larger font size for children with a visual impairment) • Displays to be easily visible to all children and staff. • Support from outside agencies to ensure that children with disabilities or special educational needs are able to access the learning environment	• learning, with growing independence • Staff are confident that children feel safe and secure in school	Class teachers Caretaker	times • Ongoing – at all times • Half termly inspections, or when needed • Around whole school by September 2023 • Ongoing – at all times • Ongoing – at all times • Ongoing – when required.
To improve the ease of access for all.	• Focused half termly site inspection • Review personal evacuation plans • Review accessibility of all rooms • Monitor and ensure clear access to all areas • Ensure ramp accesses to school are kept clear at all times • Changing facilities available across school • Hygiene rooms to be kept clear for easy access	• Staff children and staff with a disability or special educational need will be able to access the school grounds confidently • Half termly site reviews will ensure that school site is safe • Children and staff will feel secure accessing person hygiene areas	HT SLT SENDCo School business manager Caretaker	• Half termly – over next 3 years • Termly – over next 3 years • Half termly – over next 3 years • Ongoing • Daily • Daily • Daily – when required
Delivery of information				
To ensure communication with parents/carers is accessible to all.	• School newsletters and information to be provided in a clear font • Information to be shared on the School App and website • Information in entrance of main office for visitors who require emergency assistance in the event of an emergency situation • Audio formats to be used when required • Support over the telephone to be offered to help parents access information	• All parents/carers are given full range of information to help them when contacting the school	HT SLT Office staff School business manager	• Ongoing – with all information • Ongoing – with all information • Ongoing – over next 3 years • When required – individual need • When required – individual need

	• The use of social media to share children's successes and key information • Ensure that the school website meets the required standards			• Ongoing – with all information • Updated yearly
To ensure documents are accessible for pupils with a disability or special educational need.	• Communication in Print to be used around whole school • Font size of information to be supportive for individual children (e.g. larger font for children with visual impairment) • Coloured overlays, or paper, to be used when needed • Develop the use of ICT to support with accessing learning (e.g. providing Chromebooks/iPads to individual children) • Outside agency support when needed (e.g. vision support service)	• All children within the school will be able to access school documents	HT SLT SENDCo Class Teachers	• Developed over next 3 years • Ongoing – when required • Ongoing -when required • Developed over next 3 years • Ongoing – when required
To provide appropriate signage and symbols around the school to meet the needs of all i.e. fire exits, welcome to the school, reception area signage, toilets etc.	• Individual needs to be met as required. • Plan of development as part of site and building development plan	• Children, staff and parents will recognise signs around school and will be able to navigate around the school	HT SLT SENDCo School Business Manager Caretaker	• Ongoing – when required • When building work is required
Attitudes				
To ensure all staff have the knowledge, understanding and confidence to support children with disabilities or Special Educational Needs.	• SEND files to be up to date with relevant information • Staff to be made aware of who is on the SEND register • Staff to handover information to new class teachers • SENDCo to share up to date reports from outside agencies. • Regular, up to date training from outside agencies • Medical training to be gained if needed (e.g. allergies, epilepsy etc) • Staff to be trained to help support a child with physical disabilities • Support from IDS Hearing support to develop staffs	• Support strategies will be implemented to support the children accessing learning • Staff will feel confident to support the children • Children's medical needs will be met • Children's additional needs will be met to access learning/activities	HT SLT SENDCo Class Teachers Outside agencies FLM	• Ongoing – updated termly • Updated termly • Yearly – summer terms • When received • Ongoing – when required • Ongoing – when required • Ongoing – when required • Ongoing – when required

	understanding of radio aids/hearing aids			
To promote positive attitudes towards disabilities.	• Celebrate awareness days (e.g. World Down Syndrome Day, Jeans for Genes day) • Involve local disability groups • Promote out of school groups/activities, to parents that offer support for children with disabilities and special education needs (e.g. stay and play groups for children with additional needs) • Celebrate disabilities and special educational needs through PSHE curriculum • Celebrate disabilities and special education needs through assemblies		HT SLT SENDCo FLM Office staff PSHE coordinator	• Throughout school year • When available • When available (especially during school holidays) • Ongoing • Ongoing
Management and administration				
To provide ongoing audits of pupils' needs.	• Annual reviews, involving outside agencies and parents, to take place once year for children with an EHCP • Regular review of outside agency reports • Audit resources available in the school • Outside agency/medical practitioners support where needed • Risk assessments to be put in place for individual children, when required • Monitoring or observations of recommendations to be completed	• Support strategies and resources are regularly updated in order to meet the child's individual needs • Children are able to access the school environment, curriculum and activities	HT SLT SENDCo Outside agencies Class teachers	• Yearly – when EHCP annual review is due • Ongoing • Yearly audit • Ongoing – when required • Ongoing – when required • To take place over the academic year – next 3 years
To ensure all policies consider the implications of disability access.	• Policies to be updated and ensure children, staff and visitors with disabilities or special educational needs are considered • Consult staff on any proposed changes • Policies to have reference to developing individual pupils full potential and accessibility policy	• Children will be able to access the curriculum • Individual need will be taken into consideration	HT SLT SENDCo Subject leaders	• Yearly • When required • Ongoing

Newdigate Primary School and Nursery will make every reasonable adjustment to ensure everyone can access at that the school has to offer.

Glossary:

- **SEN:** Special Educational Needs
- **SEND:** Special Educational Needs and Disabilities
- **HT:** Headteacher
- **SLT:** Senior Leadership Team
- **SENDCo:** Special Educational Needs and Disabilities Corrdinator
- **FLM:** Family Learning Mentor
- **EHCP:** Educational Health and Care Plan
- **SENDAR:** Special Educational Needs and Disabilities Assessment and Review)

Who's who:

- **Headteacher:** Mrs G. Marshall
- **Deputy Headteacher:** Miss K. Wright
- **Assistant headteacher/SENDCo:** Miss R. Grove
- **Business Manager:** Mr. D. Roberts
- **SENDCo:** Miss S. Tolley
- **Family Learning Mentor:** Ms L. Ott
- **Chair of Governors:** Mrs E. Hampton