



# **NEW ASH GREEN PRIMARY SCHOOL**

## Accessibility Plan

Date of Access Plan: September 2021

Date of review: Summer 2023

Senior member of staff responsible: Headteacher



## PHYSICAL ACCESS

Timescale	Target	Strategy	Outcome
<p><b>Short</b> <i>Sept 21-Dec</i></p>	<p>To ensure school are aware of the school premises with potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>Review when a new child joins the school</p> <p>To identify aspects of the school where there are particular barriers with Sensory impairment</p> <p>Reduce background noise for impaired pupils</p>	<p>Ensure extra equipment is available when a pupil is ordered in time</p> <p>To use information to draw up an action plan where applicable.</p> <p>Maintain heaters in classrooms to avoid excessive noise</p>	<p>Extra access arrangements in place for all pupils</p> <p>Review when a new child or staff joins the school</p> <p>Plans need to include all necessary works regarding funding. The plan will need to make clear what is necessary to make accessible where this is depend on the nature of the work required related responsibilities for that work as shown in the plan</p> <p>Quieter classrooms lead to improved curriculum for impaired pupils</p> <p>Ear defenders offered to a pupil if necessary</p>
<p><b>Medium</b> <i>Sept 21- April</i></p>	<p>To raise staff awareness of barriers to learning for pupils with Sensory impairment, including classroom layout, décor etc</p>	<p>To provide INSET for staff using the New SENI Mainstream Core Strategy</p> <p>To make staff aware of support services available and offer advice.</p> <p>Improve the accessibility of the school as a whole.</p>	<p>Staff training and awareness programme in place</p>

<p><b>Long</b> <i>Sept 21-Aug</i></p>	<p>To work with specialists to increase physical accessibility available funding.</p> <p>Review all areas of the school to ensure that there are no barriers to access for pupils of a range of disabilities. This includes tiling in toilet areas to ensure contrasts.</p>	<p>To track progress against original audit information applicable.</p> <p>To update the LA annual progress and works when necessary – re Net Capacity.</p>	<p>Full physical access to the curriculum.</p> <p>Regular review of premises.</p> <p>Accessibility Plan progress reported as part of Report</p>
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## CURRICULUM ACCESS

Timescale	Target	Strategy	Outcome
<b>Short</b> <i>Sept 21-Dec</i>	To ensure all staff know Policy and implement it <ul style="list-style-type: none"> <li>Setting suitable learning challenges</li> <li>Responding to pupils learning needs</li> <li>Overcoming potential learning and assessment individuals and groups</li> </ul> To ensure all staff use the differentiated planning across the school. To make all staff aware of specialist support. To identify training needs New SEND Mainstream Standards – whole school Dyslexia in September 2 To ensure that pupils who can participate fully in the	Professional Development Update staff training in New SEND Mainstream Standards School to be made aware of Support Services and how these. Review training needs to curriculum access	Staff awareness. Strategies to enable full curriculum access to be identified in all long term subject plans Broader range of teaching strategies used Next steps in learning identified Pupils making expected progress Staff confident that they are meeting pupils' needs  All student access the wider curriculum

<b>Medium</b> <i>Sept 21-Aug</i>	To look at potential internal following term/year to identify training needs	To provide access training whole school and individual needs	All staff feel competent and supported range of ability and disability
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<b>Long</b> <i>Sept 21-Aug</i>	To develop and maintain an annual basis	To provide training with support services for rele	School to have a wide range of teaching available for all areas of the curriculum  All practice reviewed on an annual basis
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## ACCESS TO INFORMATION

Timescale	Target	Strategy	Outcome
<b>Short</b> <i>Sept 21-Dec 21</i>	To identify in consultation with the LA any needs and events where information may need to be altered in order to ensure that disabled pupils and/or parents have access to information	Create alternative means of communication as needed identified e.g. strategies for parent meetings.  Identify any specialised equipment needed – e.g. hearing loops.	All pupils able to access information as needed.  School able to provide written information in alternative formats required for pupils and parents.
<b>Medium/Long</b> <i>Sept 21-Aug 22</i>	To maintain above practice and review on an annual basis	Regular review of need and delivery of alternative means of communication as needed	Information available for parents and pupils in alternative formats



## PHYSICAL ACCESS

### APPENDIX A

<b>Statement</b>	<b>Evidence</b>	<b>Action needed</b>
<p>The size and layout of areas allows access for all pupils including</p> <p><b>Academic areas</b> e.g classrooms, assembly hall, library</p> <p><b>Sporting areas</b> e.g gymnasium, outdoor sporting facilities</p> <p><b>Social facilities</b> e.g canteen, common rooms</p> <p><b>Play areas</b> Playgrounds</p>	<p>All pupils have access to all facilities within the school.</p>	
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>Wheelchair access is limited throughout the school. All building development is focused upon this issue and all alterations are being addressed during constructions. Over the last year progress has been made in this direction with the installation of ramps and handrails throughout the premises.</p>	<p>Continue to assess the needs of the pupils who use wheelchair and make the appropriate alterations when appropriate</p>
<p>Pathways of travel around the school site and parking arrangements are safe, logical and well signed.</p>	<p>Pathways around the school site are good and parking is safe and logically placed.</p>	
<p>Emergency and evacuation systems inform <b>ALL</b> pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>All systems have auditory and visual components.</p>	

<p>Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.</p>	<p>N/A</p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy</p>	<p>Review signage when décor or building projects take place.</p>	
<p>All areas to which pupils have access are well lit</p>		
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g consideration given to a room's acoustics, noisy equipment etc.</p>	<p>There are currently quiet spaces throughout the school, e.g. the Green Room, the Lavender Room, the SEN Resource area. Seating plan within the classroom is used to support hearing impaired pupils.</p>	
<p>Furniture and equipment are selected, adjusted and located appropriately. e.g height-adjustable tables available, low level sinks.</p>	<p>Furniture and sink levels are considered within the school. Individual adaptations are made as necessary.</p>	

# CURRICULUM ACCESS

## APPENDIX B.

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Induction Programme CPD records: ADHD ASD BEAM Speechlink Medical Needs (epipen)	
Classrooms are optimally organised for disabled pupils	Classrooms are adapted as and when necessary.	
Lessons provide opportunities for all pupils to achieve	Planning shows differentiation and individual curriculum needs	
Lessons are responsive to pupil diversity	A wide range of resources using multicultural activities	
Lessons involve work done by individuals, pairs, groups and the whole class	Planning shows a range of organisational strategies: partner work, collaborative groups, etc.	
All pupils are encouraged to take part in extra-curricular music, drama and physical activities	School has a range of clubs and extra curricular activities open to all pupils as well as main curriculum activities.	
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	Annual Handover notes and transition meeting notes Information in teacher files relating to individual pupil's needs. List of medical needs in teacher's registers. Extra time given in tests for dyslexic pupils and those with slow processing skills. Equipment supplied eg ergonomic pens and pencils, writing slopes, move and sit cushions and table top screens.	

All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Staff adapt resources where appropriate and/or allow extra adult support if necessary	
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g pupils who cannot participate in all forms of physical education	Alternative arrangements are made between school and parents (e.g. a pupil is taken swimming by parents instead of school games)	
Access to computer technology is appropriate for students with disabilities	All classes have access to lap tops for individuals if required	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment	All pupils access school trips (parent consent forms)	
All staff have high expectations of all pupils	Teachers set challenging 'next steps' daily, termly and annually.	
All staff seek to remove all barriers to learning and participation	Pupil progress meetings identify any difficulties/ barriers pupils may be facing. These are addressed a.s.a.p. See referrals to LIFT and the Early Help Intervention Team	

## ACCESS TO INFORMATION

### APPENDIX C

<b>Statement</b>	<b>Evidence</b>	<b>Action needed.</b>
The school liaises with LEA support services to 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	School has purchased Communicate In Print software.	
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.	Documents are shared with parents when necessary so that they are fully explained before asking parents to sign. Access to translated information for EAL/ non English speaking parents	
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille.		
Staff are familiar with technology and practices developed to assist people with disabilities.		

### **SPECIALIST SUPPORT.**

### APPENDIX D

Specialist support, for pupils with a variety of disabilities, is available and schools should always consult the appropriate service for detailed outreach support.

- Advisory Team for Inclusion
- Educational Psychology Service
- NWK Alternative Provision Service
- SEN/ICT Service for Curriculum Access
- Sensory and Language Support Service
- Service for Autism
- Service for Pupils with Physical Disabilities
- Education Intranet
- Advisory Teacher for Down's Syndrome & Medical Conditions
- Pupil Referral Unit & Integration Service
- Advisory and Improvement Service
- Governor Training Unit
- Health Needs Education
- Early Years Specialist Teacher Service
- Local Inclusion Forum -LIFT