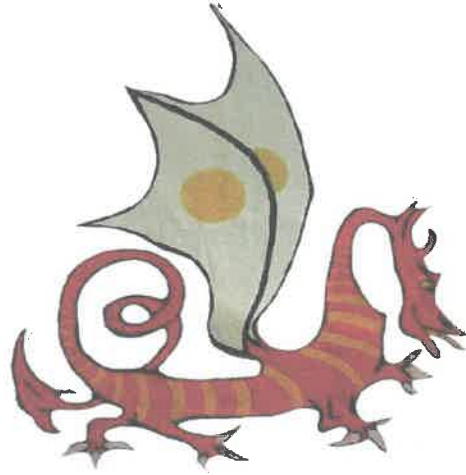


Newbold Verdon Primary School



Accessibility Plan

Adopted by Business Management Committee

February 2018

Signed by Chair

Handwritten signature in blue ink over a horizontal line.

Non-Statutory Policy

Review date: December 2021



Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan. We are a maintained school in Leicestershire and will refer matters to the Local Authority for guidance when required.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To review the needs of children as they enter each year and plan ahead for these. E.g. swimming and visits which may require additional resources or training for staff to enable full participation.</p>	<p>SEND to identified as early as possible to teachers.</p>	<p>Office and HT to obtain information and pass it on immediately.</p>	<p>Ongoing</p>	<p>All pupils are able to access the full curriculum.</p>



Newbold Verdon Primary School

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • Ramps (main corridor and classroom exit) • Corridor width (there has been an increase in width recently to the main corridor bottle neck area) • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height (LSA support is given in respect to this) 	<p>Long term aim to have single sex toilets for changing of Unit children. Also, shower to be installed in Unit.</p> <p>All steps to be painted/edged in yellow rather than white paint. (SEND parent request).</p> <p>Lockers installed to remove tripping hazard and ensure better corridor access.</p>	<p>Budgetary/building limitations at present. Shower available in nursery if needed.</p> <p>Premises Officer aware.</p> <p>Regular reminder to children to keep locker doors shut.</p>	<p>NA</p>	<p>NA</p>	<p>Facilities installed.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources (Currently there are no pupils who require larger print but we can accommodate this need. One parent has large print communications) 	<p>We do not have an induction loop at present; however, this would be a medium term aim.</p>	<p>New induction loop purchased and installed.</p>	<p>Office</p>	<p>By Easter 2018.</p>	<p>Induction loop available in reception and portable.</p>

	<ul style="list-style-type: none">• <i>Induction loops</i>• <i>Pictorial or symbolic representations (ASD pupils have visual timetables)</i>					
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We are on one storey but there is a difference in ground level that has required a ramp to be installed in the main corridor. Consideration is given each year to the location of classes based on the need for access of SEND pupils.	NA	HT	Annual review regarding siting of cohorts.
Corridor access	All corridors can be access by a wheelchair.	LA and HT review. SEND parent review. Installing lockers has helped with clearer corridor access. Health and safety review is undertaken.	H&S walk around and HT review.	Quarterly.
Lifts	NA	NA		
Parking bays	There are disabled bays at the front and bank of the school.	NA		
Entrances	There are several entrances/exits	NA		



Newbold Verdon Primary School

	to the school and there is one ramp access.			
Ramps	There is a ramp into the Y4 classroom and a ramp within the main corridor. These were installed and checked by the Local Authority.	NA		
Toilets	There are changing facilities within the Y4 classroom and Unit area.	NA		
Reception area	Reception has a single level entry and there is a bell to the outside of the doorway if extra support is needed to access the building. A hearing loop has been installed.	NA		
Internal signage	This is clearly labelled.	NA		
Emergency escape routes	There is a ramp to the Y4 classroom and all SEND children have individual PEEPs to ensure quick evacuation. The Unit teaching area has quick release doors to ensure rapid evacuation if a fire emergency occurs. There are termly fire drills.	NA		

