

# North Road Community Primary School



## ACCESSIBILITY PLAN

Author/Person Responsible	Emma Westall North Road Primary School
Date of Ratification	March 2022
Review Group	FGB
Ratification Group	FGB
Review Frequency	Every 3 years
Review Date	March 2025
Previous Review Amendments/Notes	
Related Policies	SEND Policy; SEND Commonly Asked Questions; SEND Impact Report; Code of Conduct; Complaints; Confidentiality; Educational Visits; Equality (including anti-bullying); Intimate Care; Health and Safety; Restraint; Self-Harm and Whistle-Blowing. SDP
Chair of Governor's Signature	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Accessibility Plan	Date:	February 2022
EIA Carried Out By:	Emma Westall	EIA Approved By:	Sarah Stillie

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

# Accessibility Plan

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## 1. Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

## 2. Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

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.

## 3. 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



#### 4. Action plan

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

Aim	Current good practice	Objective	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Include established practice and practice under development	State short, medium and long-term objectives				
<b>Increase access to the curriculum for pupils with a disability</b>	Our school offers a differentiated curriculum for all pupils.	<b>Short term:</b> Meet the SDP target (strategy 2): Increased physical exercise opportunities (including outdoor opportunities) for all pupils including those with SEND	Work with occupational therapists and physiotherapists where appropriate. Audit of outdoor area to best meet needs of pupils with hearing loss with support from Teacher of the Deaf. Sports Crew to consider needs of children with disabilities	SENDCO/ PE lead	July 2022	Children with hearing loss are able to be fully included in all outdoor opportunities
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure that all schools trips are accessible to our children (and staff) with disabilities. Disability provision to be identified on the risk assessment visit	Risk assessment form to include 'disability provision,' and to be discussed with SENDCO	Class teachers/ SENDCO	July 2022	Where appropriate, risk assessments shows the Provision made and children will be able to access the learning opportunity.
	Curriculum progress is tracked for all pupils, including those with a disability.	<b>Medium term:</b> To improve pupils' knowledge about disability	Inclusion in the PSHE curriculum. PSHE lead and SENDCO to study and revise PSHE programs and add supplement to raise disability awareness and strategies to support pupils understanding. Inclusion week (April)	SENDCO and PSHE lead	April 2023	Children are able to respectfully discuss and have awareness of physical disabilities including those such as hearing or sight lost which may be less obvious
	In addition, children on the SEND register, are tracked by the SENDCO and additional meetings held between the class teacher and SENDCO.	<b>Long term:</b> To develop independent learning skills of children with SEND SDP strategy 2 - To preparing pupils for the next stage in learning	Reviewed use of TAs so that adult support is only offered where needed and a range of adults work with each child (not a single 1:1 who sits with child all day). Establish clear	SENDCO/ Head teacher/ Class teachers	Ongoing but reviewed Dec 2025	Independent learning skills are deployed by children with an SEND need in everyday practice
	Pre teaching takes place to enable curriculum access for children with an SEN/D need					
	The children have previously taken part in Autism Awareness week and there is a strong focus in the school on mental health. There is a culture of inclusion and celebration of difference					



			guidelines for this and embed in staff structure.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>- Hearing loops in the classroom as needed</li> <li>- Ramp</li> <li>- Disabled parking bay</li> <li>- Disabled toilet</li> <li>- Library shelves at wheelchair-accessible height</li> </ul> <p>For children who find unstructured time difficult there is the sensory garden and reading tepee. The playtime environment is adapted for need e.g. an ASD child may have some of his/her playtime inside</p> <p>Please note that the physical constraints of our small, Victorian school, including small classrooms and narrow corridors make wheelchair access for pupils in EYFS/KS1 sadly problematic.</p>	<p><b>Short term:</b> To continue to ensure that no communication barriers prevent the disabled stakeholders from fully participating in meetings to discuss any aspect of school life</p> <p><b>Medium term:</b> Consider hearing loop for classrooms and hall as need arises</p> <p><b>Long term:</b> To make the school more accessible</p>	<p>All staff to be sensitive of parental need such as hearing loss or long-term health conditions and be as flexible as possible with meetings, be this on-line or at the adult's house and to be aware of the means of communication.</p> <p>Consult with teacher of the deaf. Consider 'natural' materials in classrooms which improve acoustics (currently a staff research project)</p> <p>If funding becomes available, consider reconfiguring the school building to include space for a hygiene suite including hoist, increased corridor width and reconfigure the school office to include space for a wheelchair (and turning) and access to the office.</p>	<p>All staff</p> <p>SENDCO/ staff research project</p> <p>Head Teacher</p>	<p>Ongoing but reviewed Dec 2025</p> <p>April 2023</p> <p>Reviewed Dec 2025</p>	<p>Provision is made so that all adults are able to fully participate in school meetings.</p> <p>Children with hearing loss are able to access of the school environment</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>- Internal signage for visual timetables</li> <li>- Large print/ different print resources – if necessary</li> </ul>	<p><b>Short term:</b> Curriculum resources to include examples of people with disabilities</p> <p><b>Medium term:</b></p>	<p>Audit of curriculum resources to ensure they include examples of people with disabilities</p> <p>Whole school training Dec '21- Jan 22. Trainer input into successful</p>	<p>SENDCo/ Class teachers</p> <p>SENDCo/ class teachers</p>	<p>July 2022</p> <p>Embedded and</p>	<p>English texts include people with disabilities</p> <p>Picture resources and those used on Flipcharts include representations of people with physical disabilities.</p>



	<ul style="list-style-type: none"> <li>- Hearing devices for children with hearing difficulties, Teacher of the Deaf advice on hearing loops</li> <li>- Pictorial or symbolic representations</li> <li>- Training in Makaton</li> <li>- Newsletters emailed to allow parents to use text-to-speech aids when applicable.</li> </ul>	<p>To increase use of Makaton to support the language and communication for all pupils</p> <p><b>Long term:</b> To develop accessibility of written information to parents/carers.</p>	<p>implementation. Use of Makaton 'bank of signs' on Teacher server; Sign of the week; signing for specific times e.g. when asking for snacks; Makaton club? key signs to be shared with parents/carers. (SENDCO research project 2021-2022)</p> <p>Picture/symbol cues for key information. Use of dyslexia-friendly fonts.</p>	SENCO/ Head Teacher	reviewed July 2023	<p>Makaton is established in school practice and used daily.</p> <p>Parents with a disability can access school information</p>
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