

# **Naburn C of E Primary School**



## **Accessibility Policy and Plan**

## **Statement of Intent**

At Naburn CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

### **Related Legislation and Definitions of Disability**

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Objectives of the Plan**

Naburn CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Naburn Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits

- it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Naburn Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

### **Contextual Information**

Naburn Primary School is a primary school used predominantly for school purposes, but the school grounds and hall are sometimes used for out of school activities. Access into school has ramped access for wheelchairs and a disabled toilet, including shower facilities.

### **Current Range of Known Disabilities**

The school has currently no children with a disability.

## NABURN CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2025-2028

| Targets  | Strategies   | Outcomes   | Timeframe                | Responsibility                       |
|--|--|--|--------------------------|--------------------------------------|
| <b>CURRICULUM</b>  |  |  |                          |                                      |
| To continue to train staff to enable them to meet the needs of children with a range of SEND and medical conditions.   | Staff training as required.  | Staff are able to enable all children to access the curriculum.                                    | On-going.                | Reviewed by SENDCO                   |
| To ensure that all children are able to access all out-of-school activities. eg clubs, trips, residential visits etc.  | All risk assessments completed.<br>Pre visit checks made.<br>Review of out of school provision to ensure compliance with legislation.<br>All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.   | All children able to access all visits and out of school activities.                               | On-going.                | Educational Visits coordinator<br>HT |
| To provide specialist equipment/resources to promote participation in learning by all pupils.  | Assess the needs of the children in each class and provide equipment as needed. eg special pencil grips, headphones, writing slopes, foot stools etc.<br>School to work with outside agencies (EP,SEN Hub, SWS) to make modifications and adaptations as required. | Children will develop independent learning skills.   | On going – as required   | Reviewed termly by SENCo.            |
| IT software – supports learning  | Software installed as required.  | Wider use of IT to support learning in classrooms.   | Ongoing and as required. | IT coordinator                       |
| Ensure that the PE Curriculum is accessible for all through monitoring.  | Monitoring of individual needs as required.<br>Modified equipment purchased as required.   | Access for all   | On- going – as required  | PE subject leader                    |
| To meet the needs of individuals during statutory end of KS tests.   | Children will be assessed in accordance with regular classroom.<br>Applications made where required for extra time, modified tests, such as Braille or enlarged print.   | Barriers to learning will be reduced or removed, enabling children to demonstrate their abilities. | Annually.                | Head Teacher and class teachers.     |
| Ensure all staff and Governors are updated and new staff and Governors made aware of the with the accessibility requirements of the plan and their responsibilities in ensuring compliance and fulfilment of the Equality Act. | Disseminate policies and plans.<br>Staff meeting.<br>Induction   |  |                          | Head Teacher<br>Chair of Gov.        |

| PHYSICAL ENVIRONMENT   |  |  |  |   |
|--|--|--|--|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors  | <p>To create access plans for individual disabled pupils as part of the EHC process when required.</p> <p>Be aware of staff and governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p> | <p>EHC plans in place for disabled pupils and all staff.</p> <p>School aware of pupils needs and parents as appropriate.</p> <p>Parents have full access to all school activities</p> <p>All staff and governors feel confident their needs are met</p> <p>Access issues do not influence recruitment and retention issues</p> | Ongoing. As required. Reviewed annually. | Head Teacher<br>Schools Admin Officer.                |
| Ensure all disabled pupils can be safely evacuated   | <p>Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Ensure that all staff are aware of their responsibilities</p>  | All disabled pupils and staff working alongside are safe in the event of a fire  | As required<br>Each Sept                 | Head Teacher<br>Schools Admin Officer.                |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | <p>Audit of accessibility of school buildings and grounds by managers.</p> <p>Suggest actions and implement as budget allows.</p>  | Modifications will be made to the school building to improve access.   | On-going.                                | Head Teacher<br>Site manager/caretaker                |
| EQUALITY INCLUSION – Including WRITTEN INFORMATION   |  |  |  |   |
| To continue to improve staff awareness, knowledge and confidence in meeting the needs of children with disability and medical issues.  | <p>Ensure Individual Termly support plans and Medical Needs plans are maintained and updated.</p> <p>Review staff training needs.</p> <p>Provide training for members of the school community as appropriate.</p>  | Individual needs planned for and met. Whole school community aware of issues as required and appropriate.  | Ongoing.                                 | Head Teacher<br>SEND CO                               |
| To provide information accessible to pupils and parents including:<br>in other languages<br>with hearing or visual impairment.   | <p>Access to LA translation service, sign language, interpreters to be considered and offered if possible/required.</p> <p>Ensure that website is fully compliant with requirement for access by person with</p>   | All can access information about the school.   | Ongoing                                  | Head Teacher<br>Admin. Officer<br>Website Coordinator |

|  |   |   |          |                     |
|--|---|---|----------|---------------------|
|  | <p>visual impairment. Ensure that the prospectus is available on the school website when updated.</p> <p>Website to offer language translation if possible.</p> |   |          |                     |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information.   | Staff produce information for children that is accessible and the office for parents. | On-going | SENDCO<br>All Staff |