

Accessibility Plan

Newport CE Junior School



Approved by: Governors

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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.

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.

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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To review the curriculum to ensure curriculum resources include examples of people with a wide range of disabilities.</p> <p>To implement Jigsaw planning as new PSHE curriculum offer.</p>	<p>Curriculum review</p>	<p>Andrew R and Jeni K</p>	<p>End of 19/20 academic year</p>	<p>Children are exposed to a range of disabilities.</p> <p>Genes for Jeans Day to profile needs in September.</p>
<p>Improve and maintain access to the physical</p>	<p>The environment is adapted to the needs of pupils as required.</p>	<p>To review difficult access points in the Victorian buildings.</p>	<p>Building review</p>	<p>Nicola Moody</p>	<p>End of 19/20 academic</p>	<p>All buildings are fully accessible.</p>

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities - maintenance 	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	Staff review	Class teachers	<p>year</p> <p>End of 19/20 academic year</p>	Classroom spaces are effectively managed to ensure accessibility.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible if required. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>To improve signage around school including visual clues to aid visually impaired and EAL.</p> <p>To consider how multisensory approaches to learning can impact on overall learning.</p>	Headteacher and Governor review.	Headteacher and Lynne Sherry (Inclusion Manager)	Academic year	Signs to be used around school to identify the use of individual rooms

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.

5. Links with other policies

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

- 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
- Disability and Equality policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All buildings are single storey except for the upstairs library mezzanine.	Minimal use of the upstairs library is made except for storage.	NM	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Lifts	Not applicable			
Parking bays	Two disabled parking bays are marked on school site.	Regular monitoring that these are used by allocated persons.	All staff.	Ongoing
Entrances	All entrances are accessible for wheelchairs.	Entrances to be kept clear and free from obstruction.	All staff	Ongoing.
Ramps	Ramps are in place at all entrances to the main block.	Ramps and handrails to be well maintained and kept clear.	All staff and Caretaker	ongoing
Toilets	There is a disabled toilet facility in the main block with full, maneuverable access.	To ensure this is well maintained and appropriately used.	Cleaning Team	Ongoing

Internal signage	No signage in place.	<p>Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.</p> <p>To be designed and positioned to inform those with visual impairment and wheelchair users.</p>	Head teacher	End of academic year.
Emergency escape routes	<div style="border: 1px solid black; padding: 5px;"> <p>Labels well and clearly displayed throughout school.</p> </div>	Continue to ensure signs are maintained	H&S Governor	Ongoing