



Northbourne Church of England Primary School

Accessibility policy and Accessibility Plan

School Mission Statement Northbourne CEP School

VISION STATEMENT:

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of "life in all its fullness" (John: 10 v10)

Review every 3 years

**Reviewed
Sep 2022**

**Next review
Sep 2025**

Policy

Northbourne Church of England Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how Northbourne Church of England Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability 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 carry out normal day- to day activities

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Northbourne Church of England 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 educational, 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.
3. The Northbourne Church of England 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-

bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

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

- Behaviour Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy
- School Improvement Plan

6. The Accessibility Policy and Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority / DEALT MAT in developing and implementing this Accessibility Plan.

September 2022

NORTHBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL ACCESSIBILITY PLAN

Target	Strategies	Outcome	Timeframe
EQUALITY AND INCLUSION			
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to the governors to add to FGB meetings.	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school awareness of disabilities.	Annual updates in line with CP
To keep up to date regarding changes and recommendations regarding disability, equality and accessibility guidelines.	SENCo attends LIFT meetings and update training.	School is in line with statutory guidance and good practice.	Termly Multi- agency meetings. Actions arising to be raised with HT
To ensure that all parents who may have a disability can access school events and information. Additional support can be offered through the school office	<p>Disabled access is available through the main school entrance and playground gate. Disabled parents can ask for meetings to be held in an immediately accessible area of the school (eg close to the main entrance).</p> <p>Large scale print for reports/ newsletters/ correspondence if requested.</p> <p>Parents can request additional support through the school office.</p>	<p>All parents are able to engage fully with the life of the school.</p> <p>All communications can be accessed by all parents.</p>	Annually reviewed
PHYSICAL ENVIRONMENT			
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 Governors/Head teacher/ DEALT Premises staff</p> <p>Suggest actions and implement as budget allows or as need</p>	Modifications will be made to the school building to improve access.	Annual review of building accessibility

	arises.		
To ensure smooth transition and entry for new pupils who may have a disability. To ensure provision is in place before entry.	SENCO , EYFS teacher and Headteacher to ensure the needs of all new intake children are highlighted and taken into account before transition.	All children can access the school building areas on entry.	Annually reviewed and when new pupils are due to start school
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	2022-2023: - Autism Awareness training for all TAs -Russian Scaffolding for all TAs -Main Stream Core Standards training for all staff -Visual Timetable training for all TAs -Task Management Board training for all TAs -ADHD training for Sports TA -Behaviour Strategy training for Sports TA -Lego Therapy training for 1:1 TAs
To ensure that children have access to the physical equipment needed to enable them to learn and be fully included in all areas of the curriculum.	SENCo to work with outside agencies to ensure individual children have access to physical equipment.	All children are able to be fully included in all areas of the curriculum.	Ongoing depending on need
MEDICAL			
To ensure that all care plans are complete prior to children's entry into school.	Information collated through pre-entry forms. Meeting with the SENCo to ensure care plan is in place. Care plan shared with all necessary staff.	All children's medical needs are met.	Annually reviewed and when new pupils are due to start school