



Northway Community Primary School
Accessibility Plan
2022-2025



Intent

Our vision is to foster a curriculum and environment which is accessible to all who enter Northway. We strive to ensure that anyone with a disability has access to everything in which Northway has to offer, with adjustments or amendments made where necessary to enable this. We aim to build on our similarities and seek enrichment from our differences in order to promote understanding and learning between and towards others. We also strive to constantly improve the availability of accessible information, so that this is readily available to anyone who requires it.

The accessibility plan aims to:

1. Increase the extent to which pupils with disabilities can participate in the school curriculum
2. Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided
3. Improve the availability of accessible information, which is readily available to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and after considering pupils' disabilities and the views of the parents/carers. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

This plan should be read in conjunction with the school's SEND Policy and Equality Policy. The Accessibility Plan has been drawn up in compliance with current legislation and requirements relating to Disability as specified in the Equality Act 2010.

Links with other policies: This accessibility plan is also linked to the following policies and documents:

- Risk assessments
- 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

Legislation:

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Monitoring arrangements:

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be resourced, implemented and reviewed regularly by the head teacher and SENDCo. It will be approved by the head teacher and governing body.

Approved by:	Governing Body	Date: 16.11.22
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Last reviewed:	September 2022
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Next review due by:	September 2025
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Action Plan: The Accessibility plan aims should be considered as part of an agreed action plan. Short, medium and long-term plans are identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum.

	Objectives	Actions to be taken	Person(s) responsible	Date to be completed by	Success criteria
Short term	Increased use of school Twitter account	Relaunch and training for all staff on how to use Twitter. Improvements in communicating the curriculum with parents via Twitter feeds and photographs of the curriculum in action.	SLT Class teachers	Autumn 2022	Increased level of information about the curriculum for all involved in the school.
Medium term	To ensure that support plans are effective in meeting pupils needs.	CPD for teachers. SENDCO to monitor support plans and discuss with teaching staff. GL screener for dyslexia to be used when necessary.	SENDCO Class teachers Support staff	Termly	Provision for SEND pupils is effective in meeting pupils needs.
	Multi-agency approach to meeting the needs of pupils, especially those with SEND and emotional and behavioural needs.	Work with other professionals in meeting the needs of pupils including EP, SALT, OT, OSMEE.	SENDCO Mental Health Leads	Termly	Provision for SEND pupils is effective in meeting pupils needs.
	Ensure that the curriculum is differentiated to suit all needs, as well as still being ambitious for all pupils.	CPD for teachers. LTP and MTP monitoring and adaptations made where necessary. Interventions ran and monitored to support learning.	SLT SENDCO Class teachers	Summer 2023	All pupils needs will be catered for to enable them to access an ambitious curriculum.
Long term	Further enhance the pupils' understanding of protected characteristics to promote equality.	Ensure coverage of the protected characteristics in the PSHE curriculum. Embed the curriculum in all classes and monitor the impact.	PSHE lead SLT Class teachers	2022-25	Pupils will demonstrate positive attitudes and understanding of all protected characteristics.

Aim 2: To improve the **physical environment** of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

	Objectives	Actions to be taken	Person(s) responsible	Date to be completed by	Success criteria
Short term	KS2 quiet area on the playground requires updating.	Resurface the quiet area with artificial grass. Buy new outdoor picnic tables. Buy comfortable seating e.g. large bean bags. Add quiet activities such as new chalk boards.	Site manager Head teacher Deputy Head / KS2 leader	Autumn 2022	KS2 children will have access to a quiet area on the playground.
Medium term	Access to outdoor continuous provision for Y1 pupils. EYFS outdoor provision needs to be developed and enhanced.	Resurface the area outside Y1 classroom to allow for the development of fine and gross motor skills, co-ordination, language and communication skills. EYFS outdoor area to be completely resurfaced and refurbished. This will enhance the learning for pupils in terms of their physical development and communication. Plans will include: -Artificial grass to be laid -New bike shed to be added -New, set areas to be built for children's development e.g. new sand and water play, quiet area, physical development area.	Site manager Head teacher Site manager Head teacher EYFS leader	2022-23 Summer 2022	Y1 have access to an outdoor continuous provision area to extend their learning space. Y1 social communication and physical development skills will be improved. EYFS pupils will have access to an exciting and suitable outdoor continuous provision area to extend their learning space. EYFS pupils will develop their social communication and physical development skills.
Long term	Development of the main school office.	Redesign the main office entrance to school taking into account the space required for pupils and visitors - including new sliding doors for accessibility arrangements.	Site manager Head teacher Contractors	2022-23	The office environment will be more accessible for pupils, staff and parents when arriving or waiting. The office staff will have a more efficient working environment.

	Extend KS2 playground.	Reconstruction of the KS2 playground to develop the outdoor space and provide additional areas and access to all pupils.	Site manager Headteacher Governors Contractors	2023-25	Pupils will have access to a wider space for playtimes. This will support the range of needs of pupils with disabilities.
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Aim 3: To improve the availability of accessible **information**, which is readily available to other pupils, to pupils with disabilities.

	Objectives	Actions to be taken	Person(s) responsible	Date to be completed by	Success criteria
Short term	Ensuring resources and equipment are suitably adapted to meet the needs of the pupils with disabilities.	Purchase resources as required and as appropriate to the disability.	SLT Site manager Class teachers	As required	Information and the curriculum will be accessible to all pupils with disabilities.
Medium term	Updated school website.	Improvements and changes to the school website to allow easier navigation. Documents, key policies and new information will be easily accessible to all.	SLT School office	2022-23	Improved access to information for all involved with the school.
Long term	Embed the use of new communication platforms to ensure information is easily accessible by all.	Review the use of the new platforms to ensure consistent use and that they are readily accessible to all with disabilities.	SLT	2023-25	All communication platforms will be easily accessible.