Newport Infant School



Accessibility Policy and Plan

Date of Policy Creation/Last Review	November 2021
Policy Lead	Emma Heeley
Date of Policy Adoption by Governing Body	March 2022
Frequency of Review	Policy: Three Yearly Plan: Annual audit and review of plan

Review Due	Plan – Each Autumn term Policy – November 2024

Accessibility Policy

Introduction

The Equality Act 2010 aims to protect people with disabilities and prevent disability discrimination. It provides legal rights for people with disabilities in all areas of life, including education. It is unlawful for a school to treat people with disabilities unfavourably. Schools have a general duty that states all public authorities are legally required, when exercising their functions, to have due regard to the need to eliminate discrimination and harassment that is unlawful under The Equality Act 2010. We recognise that these duties reflect the international human rights standards as expressed in the UN Convention on the Rights of the Child, UN Convention of Rights of People with Disabilities and the Human Rights Act 1998.

When considering The Equality Act, 2010 we will consider how we ensure equality for the protected characteristics: age, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and disability identified in the Equality Act. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination by association or discrimination arising from a disability or harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs and Disability Code of Practice: 0 to 25 year (Sept 2014) gives practical guidance on how to identify and assess children with SEN and disabilities. Since Sept 2014, Local Authorities and schools have been obliged to take account of this Code, as well as the Children and Families Act 2014. Other related legislation and guidance which could be read alongside this policy are:

- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

Our School Aims:

Our school aims to offer the best possible environment for all children to come to learn readily and easily. The ethos is warm, secure, caring and friendly. In this calm and happy atmosphere the children receive a curriculum based on the best possible educational opportunities to allow full potential to be achieved. It is our aim that staff are equally well supported with any disabilities or we will make reasonable adjustments to accommodate their needs.

Our school caters for all abilities and needs. We value each individual, each contribution from children, parents, staff and the wider community. Positive attitudes of well-being and good behaviour are encouraged through mutual trust and respect; the cornerstones being praise, appreciation, encouragement and success. We recognise that every individual has qualities and strengths to offer and we aim to foster good relationships between all pupils with or without the protected characteristics.

We will ensure that the General Duties and the Specific Duty identified in the Act are adhered to, and our accessibility plan outcomes are published on the website.

Admissions

Newport Infant School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school. Newport Infant School comprises mainly a single storey building with part of it having 3 steps due to the sloping nature of the site. Whilst the Equality Act does not require schools to change their premises, it does require long term plans to be made for improving access to the premises. Therefore, we have a working wheelchair lift, which is serviced every year.

Curriculum Offer

The staff at Newport Infant School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including interventions on Individual SEND Plans as well as differentiated planning;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of ICT and visual aids;
- Using Makaton
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, Muddy Club, sports, theme days and other special events.

When planning their work and arranging their classrooms, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. At Newport Infants we value

a multi-sensory learning approach and children regularly use Makaton signs or other visual / auditory cues to support their learning.

Support staff are deployed according to their strengths, abilities and training. They provide very effective support and work closely with class teachers to ensure that the pupils make good progress towards their individual targets. Training is given to teachers and teaching assistants to teach and support pupils with a specific disability. More information about support can be found in the SEND Information Report which is updated annually.

Most written information is presented in different formats to make it accessible. This includes:

- Differentiation of work activities;
- Visual timetables;
- Now and Next boards;
- Visual presentation of information and cue cards;
- Use of appropriate fonts and font sizes;
- Use of coloured backgrounds on IWB or coloured paper;
- Using an enlarged font for people with Visual Impairment

The school is aware that the Local Authority is able to provide translation services and Braille copies if required. We also work closely with the Sensory Inclusion Service, taking advice from them on supporting specific pupils and using any equipment required.

Monitoring of progress will be carried out by class teachers, the Headteacher, SEND Co-ordinator and other staff as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

The Accessibility Policy will be reviewed every three years but the Accessibility Plan will be reviewed annually, to reflect the changing needs of our school population.

Accessibility Plan

Outcome 1 : Access to the environment

Desired Outcome	Action	Responsibility	Timescale	Success Criteria

To identify any children in incoming cohort, or children who transfer at any time during the academic year, who may have specific special educational needs or a disability which require additional facilities.	Liaise with feeder school / nursery Identify specific needs and discuss with LA and parents. Decision to be made as to whether the school can fully meet the needs of the child. Provide appropriate training for relevant staff. Transition meetings and extra visits (if necessary)	Headteacher Deputy Headteacher/ SENDCo	Annually As required	LA and school work in partnership and make all reasonable endeavours to enable access.
To ensure all disabled pupils are able to take part in off-site visits	Consideration of the location/facilities provided for the visit when making a booking. Purchase / liaise with outside agencies to get equipment needed. Hire a coach which can cater for wheelchairs if necessary.	Class teacher / year group leader	Termly for each visit	All pupils, regardless of disability will be able to access all the school visits that we go on.
To improve the physical environment of the school to	• Take account of the needs of children, staff and visitors with	Headteache	Termly review of grounds	Enabling needs to be met where possible and children

Outcome 2: Access to Information

Desired Outcome	Action	Responsibility	Timescale	Success Criteria
To continue to make available, as required, written information in alternative forms, or staff to consider how they can share information using videos.	Use of videos made by staff with key messages, rather than written material, which are shared on Class Dojo or the website. Material can also be translated to support speakers of other languages and also to meet the needs of those with English as an Additional Language. Website has a translator facility. Use of translators to support in meetings with parents whose English is a second language. Using the Sensory Inclusion Service, the School has access to a Braille Machine, magnifying bars and provision to make available material in large print and sensory books.	Class teachers SENDCo/Class Teacher Computing Lead SENDCO	Ongoing As required	The school can provide written information in a variety of formats to meet specific needs and the needs of parents. The school endeavour to get key messages across to parents by the use of videos or face to face info rather than written forms. School limit the number of emails sent home.

Outcome 3: Access to the curriculum

Target	Action/Notes	Responsibility	Timescale	Outcome
Make equipment available for children to provide access to curriculum to meet a variety of individual needs.	Assess individual needs and obtain appropriate equipment e.g. sit n move wedge, writing slopes, pencil grips, coloured overlays, ICT equipment, translated word mats etc	SENDCo Class Teachers	Ongoing	The school has suitable equipment to support access to the curriculum for children with specific learning difficulties e.g. dyspraxia.
To continue to provide Makaton signing during key assemblies and during lessons, when applicable.	New staff to endeavour to learn key signs used in school. Training available for new staff (in house training videos made by our staff)	All staff Key staff for signing: AC / MM	As required for new staff Ongoing	All children in school will be able to understand and use key Makaton signs to support their learning and communication with peers.
To create positive images of equality within the school so that pupils grow into adults who have some understanding of the needs of disabled people and the diversity of the world we live.	Promotion of British Values, including tolerance, through our whole school curriculum offer. Specific activities in our PSHE planning and lessons, whole school values assemblies and special events such as 'Cool to be Kind' Week, jeans for genes day, world DS awareness day, and multicultural weeks.	Whole staff, Deputy Headteacher , Headteacher, all staff		The school promotes equality for all.

Statement of Progress

Date / Action Taken	Outcome	Timescale	Cost
15/2/22 Lines replaced in disabled parking bays	New white lines are clear for disabled access	Complete	£1300