

Northborough Primary School

Accessibility Plan - Sept 2022

Ratified 29.9.2022

Aims of the Accessibility Plan

This plan outlines how Northborough Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals 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.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan

Assessment and record keeping tracks progress of all children. Progress is monitored and discussed with SENDCO /Deputy - ongoing
Class provision maps document children receiving support in class.

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Universal provision for dyslexia, dyscalculia and working memory	SENCO Class teachers	Ongoing	Resources from whole school training made and available for use for dyslexia and working memory INDIVIDUAL PLANS in place	In place Plans being adopted from sept 22
Intervention training for support staff	SENCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	
Termly learning support meetings to take place to assess and address pupil needs.	SENCO Class teachers	Via annual EHCP Assessment/termly reviews	Pupil needs reviewed and being addressed.	Ongoing
Setting up provision for EHCP children, including provision mapping of the curriculum.	SENDCO Class teachers	September meetings	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher		Staff completed training for specific needs.	Diabetes training whole staff – Sept 22 Moving and handling training - Oct 22

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access	Headteacher SEND0	Monitor	The environment is adapted to the needs of pupils	Yes – Year 6, Year 2, Year 1 and EYFS ramped access to classes Other access via 3/4 cloakroom door
2 x disabled access toilets, with motorized changing bed	Headteacher SENDCO	Complete	There are facilities suitable for children with physical need.	Yes
Emergency systems to have visual alarms	Headteacher		Visual alarms fitted	Yes
All new internal doors accessible for wheelchair users.	Headteacher		Deputy / Headteacher Newly installed doors to be wheelchair accessible.	Yes
Access to orchard area	Headteacher SENDCO	2022 2023	Make sure paths to outside areas are accessible for wheelchair use.	
New building work in pavilion to be accessible for wheelchair use.	Headteacher	2022 2023	Ensure new build areas can accommodate wheelchair use.	
Areas are clearly marked to show bump hazards for VI children	Head teacher SENDCO	On going Updated as needed	VI children are safe outside	Yes

Disabled parking bays	Headteacher	Ongoing updates	1 x disabled place reserved for parents who need it. Parents of children with need have access to the school carpark via a fob	Yes
All adults are aware of HI children's needs regarding audio equipment and can operate the radio mic.	All staff	On going Advice updated as needed	HI children are included in all aspects of the school day	Yes

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO	On going as needs adapted	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher		Pupils are able to navigate the school regardless of any disability	
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher		Pupils have access to curriculum information and all other school information in a format that meets their needs	
Assessment is formatted in a way that is accessible to all children	Headteacher SENDCO VI teacher			