



*'cherish everyone, flourish together, serve others'*

*"And now these three remain: faith, hope and love.*

*But the greatest of these is love."*

*1 Corinthians 13:13*

# ACCESSIBILITY POLICY & PLAN

**Policy Lead Committee:** Board of Trustees **In consultation with:** Local Academy Committee

**Approved by:**  **Date:** 14<sup>th</sup> May 2024

**Policy Date:** Spring 2024

**Review Date:** Spring 2027

**Review Frequency:** 3 Years



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## 1. Introduction

Newnham St Peter's C of E Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

## 2. 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 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 and families with disabilities

Our trust aims to treat all 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 Trust website and individual school websites and paper copies are available upon request.

The Severn Federation Academy Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, trustees and academy committees.

## 3. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools and trusts on the Equality Act 2010.



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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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate and substantial disadvantage that a pupil with a disability faces in comparison with those without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy/plan complies with the Severn Federation Academy Trust's Funding Agreement and Articles of Association.

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this policy are friendship and respect.

#### **4. Scope of the Plan**

Our policy is to maintain an Accessibility plan. This plan covers all four main strands of the planning duty:

- **Improving the physical environment of the school** for the purpose of increasing the extent to which disabled pupils can take advantage of education and associated services. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
- **Physical aids to access education** cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific equipment and specialist pens and pencils. The provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools.



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The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the school population including: preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

- **Providing for the future population of the school.** For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.
- **Increase the extent to which disabled pupils can participate in the school's curriculum.** This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual need and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.
- **Improving the delivery of information to pupils with disabilities.** This part of the duty covers planning to make information normally provided by the school in writing to its pupils –such as handouts, timetables, textbooks, information about School events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

## Accessibility Plan

### 1. Communication/ Information

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts and information about school events. The information should take account of pupils' needs and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to pupils, we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Person responsible	Success criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print School office will support and help parents/carers to access information and complete school forms Ensure all documents are accessible via the school website	On-going	All	All parents receive information in a form that can be accessed
Improve delivery of written information in appropriate format	Provide information for example with a different coloured background for dyslexic children or with larger font for visually impaired children. Interactive screens to be off white where applicable	As required	Class teachers	Everyone has access to all information
To review children's medical records to ensure awareness of disabilities	Collate information, analyse and share as appropriate	Ongoing Review of whole school in September	Pastoral worker HT SBM Class teachers	Whole school is aware of children/adults with disabilities so provision can be made





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		and updated as required	
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## 2. Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Time-scale	Person responsible	Success criteria
To ensure full access to the curriculum for all pupils	Create a curriculum that is flexible and responsive to the diverse needs of pupils Implement continuous assessment strategies to gauge pupil progress.	On-going	Teachers HT Support staff	Children, staff and parents feel supported in school Strategies evident in classroom practice
To develop and implement an adapted curriculum that addresses the diverse needs	Collaborate closely with special education staff to identify appropriate adaptations and supports for pupils with additional needs. Develop individualized plans for children with additional needs Ensure their participation in extra-curricular activities. Provide training for all staff involved in extra-curricular activities on inclusive practices, disability	Throughout the year.	All	All children's needs are identified and supported so that all children make good progress Strategies evident in classroom practice Increased pupil participation All children make good progress



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	<p>awareness, and effective communication with children with additional needs.</p> <p>Ensure that necessary adaptive equipment and resources are available to support the participation of children with additional needs.</p>		
<p>To continue increase the awareness of pupils and staff to alternative methods of teaching through nationally acclaimed days that celebrate diversity of need.</p>	<p>Research over the years the variety of national days that take place which we can support in school that strengthen awareness of disabilities. e.g., No Pens Day for promoting speech and language, Autism Awareness Day.</p> <p>Provide ongoing professional development opportunities for teachers to stay informed about best practices in accessibility and inclusive education.</p>	<p>Throughout the year</p>	<p>Children and staff will increase awareness of how lessons can be made more personalised and unique to support disabilities.</p>
<p>To further develop the extra-curricular provision opportunities on offer at school and embed these within the whole school calendar.</p>	<p>Provide a diverse range of extra-curricular activities to cater to varying interests and abilities. Offer options such as art, music, sports, coding, drama, and more, ensuring a broad spectrum of choices.</p> <p>Continue to attend sports activities, which are specifically developed for children with additional needs and disabilities and make these part of the whole school calendar.</p>	<p>Throughout the year.</p>	<p>The amount of extra-curricular opportunities for children with additional needs and disabilities will increase across the school year.</p>



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	To ensure that residential visits are suitable for all children including those with special educational needs or disabilities.				
Educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible.</p> <p>Ensure each new venue is vetted for appropriateness</p> <p>The right support is put in place to ensure all pupils can access the visit</p>	Throughout the year.	OVC SENDCo Class teachers	All pupils are able to access all trips	
To finely review attainment and progress of all SEND pupils	<p>SENDCo/Class teacher meetings</p> <p>Scrutiny of assessment data</p> <p>Meetings with parents</p>	Termly	Class teachers SENDCo HT	Progress made towards targets	
To ensure pupils' mental wellbeing is supported	<p>Foster a positive and inclusive school culture that values diversity, encourages kindness, and promotes a sense of belonging for all children.</p> <p>Establish an open and supportive communication system where children feel comfortable expressing their thoughts and concerns. Encourage children to talk openly about their feelings.</p> <p>Integrate well-being education into the curriculum, addressing topics such as emotional intelligence,</p>	Ongoing	Class teachers Pastoral support worker SLT	All children's mental health needs are supported Strategies evident in classroom practice	



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	<p>stress management, and resilience. Equip children with the skills they need to navigate challenges.</p> <p>Designate safe spaces within the school where students can retreat when they need a break or feel overwhelmed. Ensure these spaces are quiet, calming, and easily accessible.</p> <p>Implement wellbeing initiatives that raise awareness, reduce stigma, and provide resources. Collaborate with mental health professionals to design and implement these programs.</p> <p>Provide easy access to support services.</p> <p>Introduce mindfulness practices, such as meditation or deep breathing exercises, into the daily routine to help children manage stress and improve their emotional well-being.</p> <p>Promote a healthy lifestyle by encouraging regular physical activity, a balanced diet, and sufficient sleep.</p> <p>Parental Involvement</p> <p>Staff Training on Mental Health</p> <p>Celebrate Achievements:</p>			
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## 1. Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review

Target	Strategies	Time-scale	Person responsible	Success criteria
The school is aware of the access needs of pupils, staff, governors, parents/carers and visitors	To create access plans for individuals when required To provide a removable access ramp where there is a one step drop at the exit point	As required	HT SENDCo SBM HT	The individual children will be able to access all areas of school and classroom independently to the best of their ability.
Layout of school to allow access for all pupils to all areas.	Consider the needs of pupils, parents/carers staff or visitors when considering any refurbishments/redesigns	As required Potential building linked to new houses - ongoing	HT/SBM LAC SFAT Diocese	School areas to be usable by all
Ensure all disabled pupils can evacuate school safely both during the day and in clubs	PEEPs in place for pupils as required	As required	HT SENDCo	All pupils are safe



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To ensure the medical needs of all pupils are fully met during the school day and in clubs	To liaise with parents, liaise with external agencies, identifying training needs and establish individual protocols where needed	As required	HT First Aiders	All pupils have access to education
To ensure disabled parking is readily accessible	To provide signage.	ASAP	HT SBM LAC	To ensure inclusion for all
To ensure an accessible calm room is available for pupils with behavioural needs	Regularly inspect and maintain the room to ensure it remains a safe and inviting space. Evaluate its effectiveness through feedback from children, staff, and parents.		HT LAC	All pupils feel safe in school

### Accessibility Audit

Feature	Description
Main building	All rooms are on one floor. Most rooms have direct access to the outside but 2 rooms are via steps. The approach to main entrance is stepped but an alternative path is available. There is step into the front porch There is wheelchair access via the extension to the reception classroom.
Toilets	The staff toilet can be used as a disabled toilet in the school



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Playground	<p>Outdoor spaces are moderately accessible, but consideration should be given to further enhance inclusivity in playgrounds and sports facilities.</p> <p>One access point is via steps. The alternative route includes a natural slope</p>
Classrooms	<p>Classroom layouts are generally inclusive; however, some adjustments are needed to ensure optimal accessibility for all, especially in terms of desk arrangements.</p>
Field areas	<p>Available to all pupils</p>
Entrances	<p>Most rooms have direct access to the outside but 2 rooms are via steps. These rooms can be entered via an alternative route</p>
Emergency escape routes	<p>Signage is clear and evacuation procedures are practised regularly. All escape routes are available without the need to use steps. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Personal Emergency Evacuation Plan for the pupil.</p>
Communication Accessibility	<p>Announcements and Notices:            Communication methods lack consistency, and improvements are needed to ensure announcements are made through multiple accessible channels.</p>
Improving the physical environment of the school	<ul style="list-style-type: none"> <li>- Installation of external light by the main entrance</li> <li>- Installation of external lights in the carpark</li> <li>- Installation of external lights by the two classrooms with steps and the library.</li> <li>- Improvement to signs</li> <li>- Improvement of front gate access</li> <li>- improvement of strategies for dismissal from after school clubs, especially during the summer</li> </ul>



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The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools'.)

**This policy is available on the school website. Paper copies are available on request from the School Office**

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