



Access Plan



Review Date: May 2025

Next Review: May 2028



This policy is shaped by our Christian School Vision for all stakeholders to have Every Opportunity to Flourish, Live Well Together, Be Valued and Valuable and is brought about through Newton on Trent Church of England School's core values of Love, Kindness, Peace, Courage, Respect and Honesty.

This plan has been updated with reference to Section 4.28 of The Equality Act 2010 and schools document prepared by the DfE (DFE-00296-2013).

Introduction:

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every two years by the Governing Body.

Definitions of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.

(SEND code of Practice 2014)

The school's aims:

Our aim is to achieve maximum inclusion of all pupils, with everyone having the opportunity to flourish, including those with SEND, and meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within the National Curriculum. Part of our ongoing plans for development is to promote inclusive teaching (Quality First Teaching) across all subject areas and gain a greater understanding of students' individual needs. Appropriate interventions will be implemented to enable students to progress and reach their potential. To meet the individual needs of our learners, our SEND Policy states our aims saying that we:

- Ensure that all learners with SEND have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to all learners' needs and abilities.
- Ensure the identification of all learners requiring SEND provision as early as possible in their school career.

- Ensure that SEND learners take as full a part as possible in all school activities including extra-curricular activities and residential visits.
- Ensure that parents of SEND learners are kept informed of their child's progress and attainment.
- Ensure that SEND learners and their parents are involved and contribute to the 'assess, plan, do, review' cycle (see Section 5) and where practicable, are fully involved in decisions affecting their future.

The Equality Act 2010:

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

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 is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan :

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 Headteacher. At Newton on Trent Church of England Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' Finance, Staffing and Premises Committee.

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Current position:

- After completion of the building works in the summer Term in 2016, all of the site is accessible for pupils with moderate physical difficulties.
- There are toilets for disabled students.
- There is wheel chair access to all areas of the school though some areas will require access via one route only.
- Mainstream Teaching Assistants support a range of pupils.
- A full-time First Aider accessible to students at all times of school day
- There are intervention lessons for literacy and numeracy and in other areas, where necessary, e.g. SALT
- Students who have EAL are well supported.

Gathering Information:

Disabled pupils and staff are identified through self-declaration and admission forms. Data protection legislation will be observed in sharing this information.

Disabled parents, governors and other school users are identified through self-declaration.

Data protection legislation will be observed in sharing this information.

Identifying Barriers to Access

Part A -Physical Access

This section outlines the current provision made and any action that is required to make further provision that is required, or may be required in the future.

Statement	Evidence	Action Required
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The layout of areas allows access for all pupils, such as		
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Academic areas: e.g. classrooms, library	All teaching areas are accessible and space is made to accommodate people with disabilities as required.	Furniture re-arrangement as required
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Sporting Areas: e.g. gym, outdoor sporting facilities No gym

Field on High Street. Village field used for PE, furniture moved when classrooms used for indoor P.E.

Social areas: e.g. church, cloakroom areas Moveable and collapsible furniture used.

Non-slip floors Double doors may need to be opened to allow access for wheelchair users to the church as the door can sometimes catch on the entrance mat when opened.

Play areas: e.g. playground, grass areas, covered outdoor area for Reception/Year 1 Safety surface around play equipment.

Ramp up to play area outside R/Yr 1 classroom Slope to be provided for access down step into Yr R/1 covered area if a wheelchair user joins the school.

Pupils who use wheelchairs can move freely around school. All areas are accessible by wheelchair. However, there are steps between the office and the library so access is through the R/Yr 1 classroom. There is a step down to the art area of the Yr 2/3 classroom so access to this area is via the Yr 2/3 classroom.

There is a step down into the covered area outside Yr R/1 classroom - see note above.

No access to upstairs rooms for wheelchair users. Individual plan to be drawn up for access to the field if a wheelchair user joins the school.

Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.

Hygiene suite fully accessible to wheelchair users and contains hoist and fold down changing bed. Regular maintenance of equipment

Pathways around school are safe and well signed.

Parking arrangements are logical and safe. Yes.

Parking is restricted to the highway outside the school.

Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory No

Alarms are all auditory

Fire drills are carried out regularly.

Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy Further signs required for clarity.

Quiet reflection areas are available in all classrooms for children needing low stimulus areas. Purchase and install new signs as required.

All areas are well lit Yes and emergency lighting is installed in all classrooms and common areas.

Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc. All classrooms are separate. Noise between the classrooms is kept as low as possible.

Furniture and equipment selected, adjusted and located appropriately, e.g. height adjustable tables are available, low level sinks etc No height adjustable tables in school currently.
Items to be purchased on arrival of children needing them.

Part B - Curriculum Access

This section has been adapted from Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.

Statement	Evidence	Action Required
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All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities. Teachers and TAs use strategies as recommended by specialist teachers and services, e.g. Autism Outreach		
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Classrooms are optimally organised for disabled pupils	As far as possible	
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Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Yes - see teachers' planning and support timetables	
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All pupils are encouraged to take part in music, drama, and physical activities	Yes - After school clubs, sports and music tuition are open to all pupils	
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Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Yes	- Teachers' planning and IEPs
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All staff plan for additional time required by some disabled pupils to use equipment Yes - Teachers' planning and IEPs

Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport. Yes, where appropriate.

No children currently need alternative provision

ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils Not currently Apps purchased as necessary.

School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment Yes

All staff have high expectations for all pupils Yes - see Behaviour and Rewards Policy

All staff strive to remove barriers to learning and participation Yes - teacher planning, IEPs

Part C - Access to Information

This section has been adapted from Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.

Statement	Evidence	Action
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Staff members are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner. Teacher's plans and classroom observations	Training to be undertaken as necessary
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All written communication follows an agreed house style using an appropriate font and size, e.g. Arial/Comic Sans Serif size 12 or larger on buff paper	Yes - Tahoma 12
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Pink paper used for children with dyslexia, as required.
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The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format. Yes, where appropriate and necessary, e.g. Working Together Team
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The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, using overhead projectors/Powerpoint presentations etc	Yes
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Newton on Trent Church of England Primary School Access Plan

Improving the Physical Environment of Schools

Targets	Strategies	Responsibilities	Time frame	Success criteria
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Maximise access of environment with low cost adaptations.				Environmental Audit
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- clear pathways
- direct routes
- acoustics

visual access	Annually	Accessible environment, increased pupil autonomy
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Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues - consult SEND team. As required

Incorporation of appropriate colour schemes and/or blinds when refurbishing to benefit pupils with visual impairment As required Increase pupil autonomy/ physical access of the school

To improve access to designated areas. School plans to fit ramps and handrails, as required from delegated budget. Planned use of minor delegated resources and discuss with the LA using schools (Access Initiative Funding in line with LA Accessibility Strategy - check)

Physical accessibility of school increased, especially at main entrance

To review regularly and at least annually as part of the SDP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan. To track progress against original audit information.

To update the LA annually on progress and works carried out. access to the school and curriculum

Full physical

Regular review of premises

Access plan progress reported to Governors

Newton on Trent Church of England Primary School Plan

Increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Success Criteria
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Raised awareness of the curriculum needs of pupils with

- Autistic Spectrum Disorder
- Language and communication disorders

Programme of INSET at whole school staff meetings to include

Working Together Team

SALT, if required

Educational Psychologist Overview of the needs of particular groups of pupils for all
teaching staff Increased access to the curriculum for all groups

Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties

Raised awareness of the curriculum needs of pupils with:

- Severe learning difficulties
- Physical disability
- Visual impairment
- Hearing impairment

for whole staff, as required. Work with SEN Service and SALT to agree role of school
staff in supporting individual children Appropriate support for pupils with speech and
language difficulties from school resources. Increased access to the curriculum
through specialised support for pupils with speech and language difficulties

To ensure that the medical needs of all pupils are met

fully within the capability of the school. To conduct

parent interviews, liaise with external

agencies, identifying training needs and establish individual

protocols where needed. Ongoing Progress made by pupils

Train personnel in moving and handling techniques Identify staff to be trained as
appropriate When necessary Appropriately trained staff to move and handle
pupils with physical disabilities Increased inclusion and access to curriculum

Ensuring disabled parents have every opportunity to be involved Wheelchair access.

Arrange interpreters to communicate

with deaf parents. Ongoing

As required Disabled parents are not
discriminated

against and are encouraged to take interest in

their child's education.

Use of PIVATs throughout the school for pupils operating below Year 1 National Curriculum expectations. Training in use of PIVATs cascaded to the whole school SENDCo

Effective target setting and increased curriculum access for pupils with severe learning difficulties.

Newton on Trent Church of England Primary School Access Plan

Improving the delivery of information to disabled pupils

Targets	Strategies	Responsibilities	Time frame	Success criteria
To improve the delivery of information to disabled students and parents.	Use a variety of ways of providing written information for students, parents and visitors including text, e-mail, newsletters or phone calls, as appropriate.	SENDCo		
Administrator	Ongoing	Enabling needs to be met where possible.		

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Headteacher and teaching staff. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with the SENDCO and relevant staff. In certain cases this might be on a termly basis according to need.

Newton on Trent Church of England Primary School

USEFUL AND FREE ADDITIONAL SEN/DISABILITY INFORMATION

Name of Document	Printed By	Tel. Contact	Ref No
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Special Educational Needs

Code of Practice Nov 2014	DfE	0370 000 2288	DFE-00205-2013
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The Equality Act 2010 and schools	DfE	0370 000 2288	DFE-00296-2013
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Special Educational Needs

A guide for Parents and Carers	DfE	0370 000 2288	DFE-00547-2014
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Supporting Pupils at school with Medical Conditions	DfE	0370 000 2288	DFE-00393-2014
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Autistic Spectrum Disorders Good Practice Guidance (01) and (02)	DfES & DH	0370 000 2288	DfES/597/2002
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Disability Rights Commission

DRC 08457 622 633

Websites

Disability Rights Commission (DRC) - www.drc.org.uk

Department for Education (DfE) - www.gov.uk/government/organisations/department-for-education

Special Educational Needs & Disability Tribunal (SENDIST) - www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability