



New Marske Primary School and Blossom Tree Nursery

Accessibility Policy

Approved: Autumn 2021

Review: Autumn 2022



School Accessibility Policy

Introduction

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:

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

New Marske Primary School buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms can be changed to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor,
- A disabled toilet is available near the main reception, with an alarm pull cord.
- A disabled parking space is available near to the school reception
- A double gate allows access for wheelchairs from the school car part
- Double gates allow access and egress from both school playgrounds for wheelchairs
- A ramp adjacent to the stairs on the KS2 playground allows access to the main school building

Key Objectives

The key objective for this policy is to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may:

- Assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- In conjunction with the SEN Code of Practice 2014, improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might

include information about the 'local offer' from the school and the Local Authority, hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Principles

1. Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equality Act 2010 and the SEN Code of Practise 2014:
 - **not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services**
 - **not to treat disabled pupils less favourably**
 - **to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage**
 - **to publish an Accessibility Plan.**
 - **to provide parents and pupils with relevant and appropriate information to allow them to make informed decisions about accessing services.**
1. In performing their duties, governors and staff will have regard to the Equality Act 2010 and the SEN Code of Practise 2014
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all pupils with a broad and balanced curriculum, 'scaffolded up' and adjusted to meet the needs of individual pupils and their preferred learning styles. The school endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - **setting suitable learning challenges**
 - **responding to pupils' diverse learning needs**
 - **overcoming potential barriers to learning and assessment for individual and groups of pupils.**

Activity

New Marske Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

- School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.
- The school will continue to seek and follow the advice of the Galileo Multi Academy Trust, Local Authority services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts and other agencies such as the Link Redcar.

b) Physical environment

- The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.

c) Provision of information in other formats

- The school is aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

d) Working in Partnerships

- The school will continue to work in partnership with The Galileo Multi Academy Trust, Local authority, Psychological Services, Child Protection Agencies, SEND Team (LA), Hearing and Impairment Services, Multi-cultural agencies, NHS nursing services and Health Professionals, Speech Therapy, Portage and any other agencies that the Local School Board deem necessary to assist any disabled child attending our school

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- *School Improvement Plan 2021*
- *SEN policy 2021*
- *Equality and Diversity Policy 2021*
- *Curriculum policies*
- *Health and Safety policy 2021*
- *Behaviour policy 2021*
- *School brochure*



Date of Plan: Autumn 2021

Date of Review: Autumn 2022

The plan is also available in the following formats, on request to the Head teacher:
email; enlarged print version; other formats by arrangement.

Aim 1 To increase the extent to which disabled pupils, including pupils with anxiety, ADHD, ASD, or EAL, can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> To liaise with Blossom Tree Nursery to review potential intake on a termly basis 	<ul style="list-style-type: none"> Early identification of pupils who may need additions or different provision at on a termly basis Regular meetings between EYFS leader and Blossom Tree staff so that Nursery are aware of the potential intake 	<ul style="list-style-type: none"> Termly from Autumn term 2021 	<ul style="list-style-type: none"> HT and EYFS Leader 	<ul style="list-style-type: none"> Clear list of requirements for new pupils ready for start of the new term Early identification of needs which would support an application to the EY SEN panel
<ul style="list-style-type: none"> To review all statutory policies to ensure that they reflect inclusive practice and procedure 	<ul style="list-style-type: none"> Review policies to ensure they comply with the Equality Act 2010 and the SEN Code of Practise 	<ul style="list-style-type: none"> On going from September 2021 	<ul style="list-style-type: none"> HT and Senior Leadership Team and School Business Manager 	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure All relevant policies contain reference to Equality Act 2010

<ul style="list-style-type: none"> To establish close liaison with outside agencies for pupils with on going health needs – including mental health needs <ul style="list-style-type: none"> <i>Eg Children with severe asthma, epilepsy or mobility issues as well as pupils who need support from short term/long term mental health issues.</i> Offer of school facilities to Galileo MAT and Local Authority to carry out authority wide programmes – Early Bird, SENCO meetings, the Link 	<ul style="list-style-type: none"> SEND action plan to form part of the school improvement plan Autumn 2021 SENDco to assess support services which could support pupils within school as part of the Pyramid of Need (Young Minds) SENDco to be part of the Wellbeing Team to support child and adult mental health around school SENDco to work closely with Educational Psychologist from MBC to identify support for staff and pupils 	<ul style="list-style-type: none"> Autumn 2021 Spring 2022 Termly meeting from Autumn 2021 	<ul style="list-style-type: none"> SENCO and Wellbeing Team SENDco 	<ul style="list-style-type: none"> Positive professional relationship established Training identified for staff and support provided for identified pupils by end of autumn term
<ul style="list-style-type: none"> SENDco to access LA training based around 'Every Leader a Leader of SEND' in the autumn term All teacher to identify primary area of need for class provision maps 	<ul style="list-style-type: none"> Relevant training disseminated to all staff where relevant <ul style="list-style-type: none"> ELALISEND SEND in a nutshell SEND review Accessing support from the Galileo MAT/LA to develop relevant CPD 	<ul style="list-style-type: none"> Autumn term 2021 On going from September 2021 	<ul style="list-style-type: none"> SENDco SENDco 	<ul style="list-style-type: none"> School working towards nationally agreed standards via NASEN support All staff offer the best provision

	within Teaching Support Team	•		<p>linking to relevant training and support</p> <ul style="list-style-type: none"> • Advice taken and strategies evident in classroom practise
<ul style="list-style-type: none"> • To promote the involvement of disabled students in all classroom activities to continue to develop an incisive, broad and balanced curriculum (including pupils with anxiety, ASD and EAL) • To take account of variety of learning styles when teaching 	<ul style="list-style-type: none"> • Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access, Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons, including use of multicultural service to support EAL if necessary • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the 	<ul style="list-style-type: none"> • On going from Autumn 2021 • Pupils to be reviewed as part of provision mapping within school 	<ul style="list-style-type: none"> • Head Teacher • Curriculum Manager 	<ul style="list-style-type: none"> • Lesson observations note the inclusive nature of school and classrooms. • When appropriate quality of teaching and learning reviews to comment on provision for disabled pupils.

	<p>needs of disabled people.</p> <ul style="list-style-type: none">• Access to resources that can benefit learning, regardless of need: angled desk support, coloured page insert, line markers, weighted blankets• Provide resources for teachers to provide additional support for pupils with disability: Teach Active, Education City			
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> Improve physical environment of school environment 	<ul style="list-style-type: none"> Review school lighting The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Monthly 'walkarounds' with the HT and school caretaker to consider accessibility. 	<ul style="list-style-type: none"> Spring Term 2021 Included on caretakers monthly/termly walk around documentation 	<ul style="list-style-type: none"> Head Teacher SBM Caretaker 	<ul style="list-style-type: none"> Improved lighting in the car par Needs of parents and pupils with physical and sensory impairments to be taken into consideration at planning stage of building plans
<ul style="list-style-type: none"> Ensuring all with a disability are able to be involved. To fully comply with the 'Support Pupils with Medical Conditions' guidance 	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of IEP process Undertake confidential survey of staff and governors to ascertain access needs and make 	<ul style="list-style-type: none"> Autumn term 2021 Spring term 2021 	<ul style="list-style-type: none"> Head Teacher PSHE lead SBM 	<ul style="list-style-type: none"> All pupils with medical conditions to receive an annual parental meeting with school staff

	<p>sure they are met in the school and meetings etc.</p> <ul style="list-style-type: none"> • Include questions in the parent questionnaire about access needs and ensure they are met in all events. • To carry out a 3 houses activity with Y5/6 pupils to gather an idea about the mental health needs of pupils • Include questions in the pupil survey about mental health in pupils 	<ul style="list-style-type: none"> • Incorporated into the Parent Survey May 2022 • November 2022 • Incorporated into the Pupils Survey June 2022 		<ul style="list-style-type: none"> • School will have a better understanding about the needs of parents and pupil, making provision for this across school
<ul style="list-style-type: none"> • Ensuring disabled parents have every opportunity to be involved 	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • When appropriate arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents (school plays, Fairs 	<ul style="list-style-type: none"> • Staff to be reminded about disabled parking spaces during weekly briefing • When appropriate 	<ul style="list-style-type: none"> • Head Teacher • SBM 	<ul style="list-style-type: none"> • Disable parking space only used by disabled badge holders • Parental survey/telephone conversation has positive comments from disabled parents

	and other activities in school).			
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
<ul style="list-style-type: none"> To ensure all children with a disability have access to the curriculum <ul style="list-style-type: none"> Based on SEND report in Autumn 2021 CI highest area of need in SEND cohort All staff to access training in the spring term to support the emotional wellbeing of pupils All staff to access training in the spring term for class adaptations to disability 	<ul style="list-style-type: none"> Regular parental communication via ParentMail Individualised multi-sensory teaching strategies used for ASD children based on 'Schools Making Sense of Autism' training All classes to provide provision maps to ensure all support for is responsive and individualised – support linked to category of need Review CAMHS/Link support sessions for staff and parents Staff to take part in emotional coaching training from Educational Psychologist Staff to take part in emotional coaching training from Educational Psychologist 	<ul style="list-style-type: none"> When needed Spring Term KTS academy Feb 2022 Feb 2022 	<ul style="list-style-type: none"> Head Teacher SENCO SENDco Ed Psyche SENDco Ed Psyche 	<ul style="list-style-type: none"> All pupils with ASD working with teaching support who have received appropriate training. All staff can support the emotional wellbeing of pupils, allowing them greater access to the curriculum All staff can support the emotional wellbeing of pupils, allowing them greater access to the curriculum

<ul style="list-style-type: none"> To enable improved access to written information for pupils, parents and visitors. 	<ul style="list-style-type: none"> Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all 	<ul style="list-style-type: none"> Summer 2022 Summer 2022 Summer 2022 	<ul style="list-style-type: none"> Head Teacher SBM Caretaker 	<ul style="list-style-type: none"> School information accessible to parents Offer of various fonts sizes provided to parents Signage accessible to all
<ul style="list-style-type: none"> To review children's records ensuring school's awareness of any disabilities Review of Y6 EHCPs to take place in autumn term prior to moving to secondary school Review of transition arrangement for all pupils on SEND 	<ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher Annual reviews IEP meetings Medical forms updated annually for all children Educational Health Care Plans Significant health problems – 	<ul style="list-style-type: none"> Summer 2022 Autumn term 2021 Autumn Term 2021 	<ul style="list-style-type: none"> Head Teacher SBM SENCO SENDco Class Teacher SENDco Class Teacher 	<ul style="list-style-type: none"> All staff aware of new class needs particularly regarding SEND At least annual meetings within pupils and parents within 'medical needs' All EHCPs processed in line with legislation – including annual review Transition needs of EHCP pupils identified in the autumn term and shared with new school in March

register, with transition plans submitted				
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