

New Town Primary School Accessibility Plan

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1. 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 with disabilities

Our school aims to treat all its 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 school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including governors, parents, staff and children.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Increase the use of practical and concrete resources in order to support all learners, but particularly those with additional needs and those who are neuro-diverse</p> <p>Decrease screen heavy resources in order to increase active learning opportunities and access to the learning for all</p>	<p>Audit practical resources</p> <p>Ensure enough budget is assigned to purchase new items where required</p> <p>Monitor the effective use of these in classrooms</p> <p>Establish key expectations around limiting screen time/teaching resources in classes</p> <p>Monitor increase in discussion and varied learning resources</p>	<p>Senior leaders and maths lead</p> <p>Senior leaders Subject leaders</p>	<p>July 2023-24</p>	<p>Learners are able to grasp concepts more effectively because they have used concrete resources to help develop their understanding</p> <p>The learning is more accessible, engaging and varied as a result of less screen-heavy resources</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Considering corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Specific seating arrangements 	<p>Consider any new learners and their needs, and make appropriate adaptations to classroom location and equipment as needed</p> <p>Trial different seating and learning arrangements to allow learners a choice of how they access the physical environment</p>	<p>Review any application from those with additional needs, and discuss best approaches</p> <p>Consider standing desks on a trial basis</p>	<p>Leaders</p> <p>SENCO</p>	<p>As and when required</p> <p>Before July 2024</p>	<p>Pupils needs are well accounted for and the physical environment accommodates them comfortably</p> <p>Leaders consider a wide range of learning styles and physical preferences, and children have the opportunity to learn in different ways.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where required • Colored overlays or using colored exercise books • Pictorial or symbolic representations where possible • Now and next timetables • Individual workstations which account for the day's activities • Visual timetables in every room 	Ensure appropriate staff are confident in the use of PECs and know how this can support some learners	<p>Training where necessary</p> <p>Monitor use of PECs where it is recommended by a educational professional</p>	SENCO	As required	Non-verbal children, where recommended, develop their communication and language skills using PECs
		Consider the delivery of screen based resources and how appropriate adaptations can be made to support dyslexic learners	<p>Good practice to support dyslexic learners to be disseminated to staff</p> <p>Monitor the quality of resources being used in the classroom to ensure they support dyslexic learners</p>	SENCO	By July 2024	Dyslexic learners can access the screen based resources more effectively because of the adaptations, and make good progress

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the Local Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy