

Accessibility Plan
New Earswick Primary School
2021-22

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Ratified by:	MAT

This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of New Earswick Primary School.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At New Earswick Primary School we plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan contains necessary actions to:

- Improve access to the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Increase access to the **curriculum** incorporating after-school and out of school activities and including educational visits;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities which is readily available to those who are not disabled.

Definitions of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

‘Long-term’ is defined in the Disability Discrimination Act as 12 months or more (see appendix A for fuller definitions).

‘Is Tom Disabled?’ an assessment tool produced by the DfE can be found in Appendix B.

The school’s disability register is maintained by the Special Educational Needs Co-ordinator.

A census showing categories and numbers of pupils with special educational needs and/or disabilities in our school is submitted termly to the Governors by the Special Educational Needs Co-ordinator.

Making reasonable adjustments

New Earswick Primary School aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making ‘reasonable adjustments’ to

(a) The building and grounds:

- Structured and supportive playtime and lunchtime activities encouraging social inclusion.
- Ensuring all adjustments to current buildings are DDA compliant.
- Denoting hazards for the visually impaired.
- Ensuring flexibility of seating arrangements to suit need.

(b) Learning and teaching:

- Academic progress is rigorously monitored and ‘value added’ considered.
- Individual targets for Reading, Writing and Numeracy ensure aptness of teaching and learning strategies.
- Targets will be monitored regularly.
- We will review and monitor to ensure disabled pupils make progress in line with their abilities.

- Additional support (small group or 1:1) will be provided where possible, as identified within the school's Provision Map.
- Targets and progress towards them will be reported to parents at parent/teacher consultations in the autumn and spring term and through an annual report in the summer term.
- Using Valley Road, pupil progress is tracked by senior staff.
- Review of policies in school is ongoing, including updates.
- The school website will be developed to include pages with relevant information about links to disability.

(c) Communication methods

- Use of interactive whiteboards in classrooms.
- Use of computing resources by pupils (computer suites, ipads, recording buttons).
- Whole class visual timetables, with additional and specific visual timetables for some pupils for whom this is appropriate.
- Newsletters to parents
- Diary and news pages on the school website, Facebook and Twitter.
- Informal discussions with parents.
- Telephone messages and conversations with parents.
- Face-to-face meetings with the Special Educational Needs Co-ordinator.
- Most information is available electronically and can be converted to other appropriate formats.

Attached is the school's action plan relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.

New Earswick Primary School recognise that there is a need for raising ongoing awareness and will provide training for staff and governors in the matter of disability discrimination to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Policy
- Staff Development
- Health & Safety (including off-site safety)
- Special Needs and / or Disabilities
- Behaviour Management Policy
- School Development Plan
- Teaching and Learning Policy

The Action Plan is devised to create a systematic approach to making the school accessible. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to access will be added to the Single Equality Status. The terms of reference for all governors' committees will contain an item on 'having regard to matters relating to Access'.

This Accessibility Plan will be put on the school's website alongside the Equality Policy.

The school's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Plan will be monitored through the Finance and Premises Committee.

The school will work in partnership with the local education authority in developing and implementing this plan.

OfSTED, as part of their inspection cycle, will monitor the Plan.

New Earswick Primary School Accessibility Plan 2020-2022

Improving the Physical Access

Short/Medium/ Long Term	Target	Strategy	Achievement
Short	Lift training	All staff to be trained at the beginning of the academic year.	Health and safety improved.
Medium	Key pad lowered	Disabled adults can leave by the back door.	Improved access for disabled adults.
Long	Sports hall	To fit 'push to open' doors.	Improved access for disabled pupils.
Short	Sound system	All staff that currently have a child in their class with hearing issues should be confident about how to use the system effectively.	All children can clearly hear the class teacher.
Short	Hoist training	Staff are trained to use the hoist as and when necessary	Children can be lifted safely.

Improving Curriculum Access

Short/Medium/ Long Term	Target	Strategy	Achievement
Short	Increase confidence of teaching staff in differentiating the curriculum.	Undertake an audit of training needs on curriculum access. Staff training on teaching ASD, ADHD, differentiation, alternative methods of recording.	Raised confidence of staff in knowledge and application of strategies.

Short	Ensure educational support staff have specific training on disability issues.	Audit staff. Plan educational support staff training sessions to meet training needs identified in audit.	Raised confidence of staff in knowledge and application of strategies.
Short	Out-of-school activities are planned to ensure participation of ALL pupils.	All activities to be conducted in an inclusive environment with providers that comply with legislative requirements and detailed risk assessments undertaken.	Increase in access to activities for disabled pupils.
Short	Ensure all staff are aware of 'what constitutes an emergency for this child' for identified pupils.	Medical alerts to be displayed in staffroom, in medical folder in medical room and in class registers.	All staff are aware of 'what constitutes an emergency for this child' for identified pupils.
Short	Relevant support staff are given access to information regarding the disabled child they support.	TAs to have access to additional information so they can read relevant paperwork e.g. EHCP plans.	TAs are aware of individual pupil's needs.
Short	Classrooms optimally organised to promote participation and independence for all pupils.	Review and implement a preferred layout of furniture and equipment to support learning in classes.	Improved access to National Curriculum.
Short	Training for raising awareness of disability issues.	Provide training for staff, pupils, governors and parents. Discuss perception issues with staff to determine current status of school.	School is an inclusive environment.
Short	Specialist advice from hearing impairment team and visual impairment team to maximise accessibility for pupils.	Seek advice from specialist teams regarding relevant training and support for staff and pupils as and when necessary.	Staff trained and more knowledgeable. Pupils' accessibility to environment and curriculum improved.

Short	The school curriculum is matched to the learning needs of individual pupils.	Seek advice from LA and specialists e.g. SNTS.	All classrooms cater for individual's specific needs e.g. dyslexia friendly.
Medium	Review P.E curriculum to make P.E accessible to all.	Gather information of making P.E accessible. Review P.E curriculum to include disability sports.	All children are able to access P.E.
Medium	Review all curriculum areas to include disability issues.	Subject coordinators to include specific reference to disability equality in development planning. PHSCE curriculum to address disability equality issues.	Introduction of disability issues into all curriculum areas.
Medium	Ensure disabled children participate equally in after school and lunch time activities.	Survey participation in clubs at lunchtime and afterschool. Organise additional activities for disabled pupils.	Disabled children confident and able to participate equally.
Medium	Increase computer access for pupils with disabilities.	Train staff in using Clicker 6. Purchase any additional equipment.	Disabled pupils access the curriculum using computers.
Long	All staff have undertaken disability equality training.	Set up staff training on disability equality exploring support from special schools/LA.	Staff are fully aware of disability equality.

Improving the Delivery of Written Information

Short/Medium/Long Term	Target	Strategy	Achievement
Short	Availability of material in alternative formats.	Seek advice from LA for converting written information into alternative formats. SATS papers (large print / braille)	Delivery of materials to disabled pupils is improved.
Medium	Review current publications and promote availability in different formats.	Make available school prospectus, newsletters and other information in alternative formats e.g. electronic, audio, Braille, or large print versions as	Delivery of school information to parents and local community improved.

		required. Check for use of plain English, appropriate font and size.	
Medium	Increase support for parents of children with SEND.	Develop the Special Needs section of the school website. To make parents aware of out-of-school activities in the local area.	Increased confidence of parents to support their children's education.
Medium	Review signs in school to make them as accessible as possible.	Include visual signs / language / braille as necessary	Everyone can understand signage.

Appendix A

Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

'Long-term' is defined in the Disability Discrimination Act (DDA) as 12 months or more.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term. The effect of the impairment has to be considered, as it would be without any medication or other treatment.

The definition can include a wide range of impairments such as

- Learning difficulties
- Autism
- Speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with progressive conditions such as cancer, multiple sclerosis, HIV infection or a severe disfigurement. Many children who have SEN will also be defined as disabled under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that many of the pupils who have SEN and an Education, Health and Care Plan or are undergoing statutory assessment will count as disabled.

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as disabled under the DDA. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Details of disability are collected in the following ways:

- Pupils – from SEND Register, medical record sheets and entry data sheets (SIMS).
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Senior Leadership Team in confidence, application form data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb.	
Sensory impairment	Sight and/or hearing impairment.	Sight problems corrected with glasses or contact lenses do not qualify.
Learning Difficulty, including Specific Learning Difficulty	General and specific learning difficulties, including dyslexia, dyscalculia and dyspraxia where diagnosis has been made by a recognised and qualified professional.	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment.	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD, Obsessive Compulsive Disorder and separation anxieties.	Diagnosis awarded by a medical professional, e.g. Community Paediatrician or CAMHS.
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs.	Identification by Speech & Language Therapy Team.

Appendix B

Is Tom disabled? (DfE)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/from school, moving about the school and/or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and PE?

Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.