

Accessibility plan

Newton Hall Infants' School



Last reviewed on: May 2022

Next review due by: May 2025

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

We are committed to providing a fully accessible environment which values and includes all children, 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 tolerance and inclusion.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Evaluation
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all</p>	<p>Short term: Monitor resource needs for children with SEND, including support staff</p> <p>Short term: Monitor all tracking and curriculum targets on a half-termly basis</p> <p>Long term: Continue to develop staff expertise in supporting children who need extra support to access provision</p>	<p>Half-termly staff meetings to discuss provision and to identify where resources are needed</p> <p>Track progress and meet with staff for pupil progress meetings</p> <p>CPD where needed, external support if necessary</p>	<p>HT / SENCO/ Staff</p> <p>HT / SENCO/ Staff</p> <p>SENCO</p>	<p>Half-termly</p> <p>Half-termly</p> <p>March 2025</p>	

	pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Single storey building • Corridor width • Disabled toilet and changing facilities • Library shelves at wheelchair-accessible height 	<p>Ensure the weather mat is of a firm texture</p>	<p>Replace coconut mat in recessed well when showing signs of wear (main entrance)</p>	<p>HT and caretaker</p>	<p>When required</p>	
		<p>Ensure signs are designated and located to convey information to visually impaired visitors and wheelchair users with lower eye level</p>	<p>Provide tactile Reception sign (main entrance)</p>	<p>HT</p>	<p>When required</p>	
		<p>Medium term: Ensure the audible alarm is supplemented by a visual system</p>	<p>HT and H&S Gov to discuss at eh next fire safety audit</p>	<p>HT and H&S Gov</p>	<p>When required</p>	
		<p>Ensure all exit routes are as accessible as entrance routes</p>	<p>HT and H&S Gov to monitor - possible short ramps to overcome thresholds of around 70mm on external doors</p>	<p>HT and H&S Gov</p>	<p>When required</p>	
		<p>Long term: Provide designated parking spaces for people with</p>	<p>Provide one designated disabled parking aby</p>	<p>HT and caretaker</p>	<p>When</p>	

		<p>disabilities (sooner if becomes a need)</p> <p>Provide visual and tactile warning signs at the top and bottom of steps (steps at boundary)</p> <p>Ensure signs are designated and positioned to inform those with visual impairments and wheelchair users with reduced eye level (main entrance)</p> <p>Ensure the threshold is level or flush with surface flooring</p> <p>To fit an induction loop when necessary</p>	<p>with signs on posts and consider surface maintenance</p> <p>Provide tactile paving at top and bottom to warn of level change</p> <p>Although signs are in place consider lowering the 1300mm high bell and the speaker</p> <p>Although it has been accessible by a wheelchair user consider removal of cill - 40mm threshold as part of metal frame</p> <p>Fit an induction loop</p>	<p>HT and Finance Committee to obtain costs</p> <p>HT and caretaker</p> <p>HT and Finance Committee to obtain costs</p> <p>HT and Finance Committee to obtain costs</p> <p>HT and Finance Committee to</p>	<p>required</p> <p>When required</p> <p>When required</p> <p>When required</p> <p>When necessary</p>	
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				obtain costs		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Ensure that signage is appropriate for its purpose</p> <p>Ensure that information given is relevant and accessible</p>	HT and H&S Gov to assess signage	HT and H&S Gov	On-going monitoring	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on one floor	N/A		
Corridor access	Various corridors around school	Ensure all corridors are not blocked	All staff	March 2025
Lifts	N/A	N/A		
Entrances	Front and year group	Ensure area is hazard free and well lit	All staff	March 2025
Toilets	One disabled toilet in medical room	Ensure access to toilet is clear	All staff	March 2025
Reception area	Easily accessible	N/A		
Internal signage	Emergency signage	Ensure this is available in all rooms and is clear	HT	March 2025
Emergency escape routes	Various routes around school	Ensure routes are not blocked and that they are well marked by clear markings	HT	March 2025