



Newbottle & Charlton CEVA Primary School

*Every Person Matters, Every Moment Counts
'I can do all this through him that gives me strength'*

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ACCESSIBILITY PLAN

Statutory –

Adopted by the Resources Committee on [Date]: <i>(As delegated by the FGB)</i>	20 October 2021
Reviewed by:	Resources Committee
Date of committee review:	20 October 2021 16 October 2018 (28 June 2016) (5 July 2013)
Chair of Governors Signature:	
Date of next policy review:	October 2024



NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL ACCESSIBILITY PLAN

At Newbottle and Charlton CEVA Primary School, we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

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.

Legislations 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The attached plan will be reviewed and revised by the Governing Body annually. It should be read alongside the school's Equality Duty objectives.

School Audit

An audit will be conducted every 3 years and reviewed annually with an Action Plan updated annually by the SENDCo Lead, Head Teacher and governors.

Curriculum:

- Data is obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Established and effective procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, emotional literacy, coordination, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science;
- Strong links with outside support agencies;
- Rigorous tracking systems used to identify pupils not making progress;
- Effective use of Assessment for Learning enabling teachers to quickly identify pupils not making progress in lessons.
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Smooth, flat surfaces to school entrances;

- Banisters are in place for pupils to hold onto when entering and exiting the school hall.
- Classrooms are spacious and well lit with plenty of natural light;
- Outdoor environment is flat with no significant sloping;
- School playground can be accessed without using stairs or steps;
- Disabled toilet is easily accessed from all areas of the school;
- Annual evaluation of the school site for accessibility by the Resources Committee takes place.

Information Sharing:

- The Head teacher, the class teacher and SENDCo will have a meeting to discuss all children at least three times a year where progress and provision are reviewed.
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- The Head teacher and the SEN assistant meet three times a year to review provision and update the provision map;
- Progress of pupils with disabilities is tracked and interventions put in place if progress is not being made. This is shared with parents;

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- The full plan is available in a variety of formats, e.g. large print;
- On the school website

Senior Member of Staff Responsible: SENDCo and Teacher

Governor Responsible: Health & Safety Governor

ACTION PLAN 2021-23					
1.	2. Increase the extent to which disabled pupils can participate in the curriculum				
Targets	Strategies	Timescale	Action completed so far (Oct 22)	Responsibility	Success Criteria
To improve access to outdoor spaces (including forest school)	<ul style="list-style-type: none"> Look into changing the slabs up to the summer shelter so that they can be accessed by a wheel chair. 	Autumn/Spring	Improvements planned to remove slabs and improve accessibility in most paths (due Spring 23)	HT	All children can access areas used for the curriculum easily
To develop early identification and diagnostics tools to identify special education needed for a pupil in order to plan appropriate provision to meet needs	<ul style="list-style-type: none"> Purchase and train relevant staff regarding assessment tool for diagnosis tool. Agree how assessment will be used to plan graduated response forms, my support and included EHCP. This to be communicated through training for staff. Train staff on appropriate interventions and how to adapt curriculum to meet individual children's needs. 	Autumn 2021 and on-going	Further tools created and shared with staff. Staff training in response to any new need identified prompt.	HT SENDco	<p>Tools, assessments are used to support identifications of needs</p> <p>Specific interventions and training are given to support children to access the curriculum</p>
To use appropriate specialised equipment and adapt curriculum to support individual children and staff	<ul style="list-style-type: none"> Consult with other professionals regarding specialised equipment for individual pupils to support learning and development. Audit current resources and identify which resources and equipment would support individuals. - Learning aids for children with dyslexia 	On-going	Further equipment purchased to support children in their learning	HT SENDCo	Children can access all parts of the curriculum.

3.	4. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided				
Targets	Strategies	Timescale	Action completed so far (Oct 22)	Responsibility	Success Criteria
Ensure areas of the school all stakeholders and children can access (some restrictions will apply due to fabric of building- Staff room upstairs)	<ul style="list-style-type: none"> • Research use and need of visual emergency system and induction loops • Audit the pathways around school and identify which areas need to be changed or improved to support access around the building and grounds- including coloured handrails and smooth paths onto the playground 	2021-23	No changes made so far apart from adding door bell onto front door to support those who cannot open the entrance door.	HT H and S governor	The environment is adapted to meet the needs all of stakeholders and visitors
5.	6. Improve the availability of accessible information to disabled pupils				
Targets	Strategies	Timescale	Action completed so far (Oct 22)	Responsibility	Success Criteria
Respond to the needs of the pupils, parents, carers, staff and visitors by ensuring information is available in	<p>When required the school will ensure their will be alternative formats for information including:</p> <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representation 	On-going when needed	On-going no changes to be made at present	HT, Office SENDco Teachers	Pupils, parents, carers, staff and visitors have access to information in a format that meets their needs

relevant formats					
Ensure all signage is suitable for non-readers, is clear and well situated	Review of all signage to be completed and new signage put up where needed.	Autumn 2021-On-going	No further changes made but further audits to be regularly taken out		All signage is suitable and can be understood by everyone