

Newhampton Church of England Schools Federation

Accessibility Plan

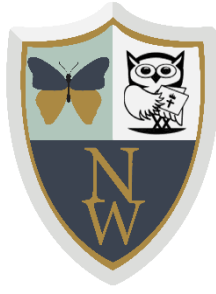
Newtown Church of England Primary School

&

Welshampton Church of England Primary School

Agreed by the FGB Autumn 2023

Review by Autumn Term 2025



Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who, leave our schools feeling excited and ready for the future.

Schools' Planning Duty

Schools' Planning Duty 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:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

At Newhampton Church of England Schools Federation the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Newhampton Church of England Schools Federation are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs.

We continuously promote inclusion and awareness across the school. Newhampton Church of England Schools Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment and take advantage of education associated services
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability
- Equality
- SEND Information Report
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy

Accessibility Policy

Written By: JH/BC

Approved By: GB/BC/CM

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

Across both sites, the physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. All corridors are wide and there are no issues walking around school safely for any person in a wheel chair. We have rails where there are steps and slopes to access all aspects of the school grounds. The building is all on one level and so in general does not cause any particular difficulties.

There are disabled people's toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails. Both the disabled people's toilets have a handrail, an emergency pull cord and easy use taps. All classrooms have fire exits which can be used for all pupils.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

Current Activities

At Newhampton Church of England Schools Federation we have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Shropshire SEND Team, outside agencies, Health Professionals and Educational Psychology Services.

The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective. Our behaviour lead supports in classes and during unstructured times and is well-trained in supporting a range of needs. We also have access to Forest School, Pastoral support and, very shortly, a qualified ELSA in school.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

- STePS (Specialist Teachers and Educational Psychology Services)
- ASD Specialist & Advisory Teacher
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Family Intervention Worker to support families

Health Provision which can be delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Occupational Therapy – Local Authority
- Physiotherapy – Local Authority
- CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have access to a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- ✓Hearing impairment
- ✓Physical disability
- ✓Visual impairment
- ✓Specific medical conditions including asthma, eczema, diabetes, epilepsy
- ✓Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- ✓Autism
- ✓Speech, language and communication needs (SALT)
- ✓Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome, Physiotherapy

Management, co-ordination and implementation:

- We will ensure that all staff are aware of and familiar with The Equalities Act 2010 during staff meetings and training sessions.
- We will provide feedback opportunities for all staff, stakeholders and visitors in order to continually improve our provision.
- We will feedback consultation results to staff.
- The governing body will monitor implementation of the plan through governor visits.
- The plan will be evaluated yearly, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.

- The Accessibility Plan will ensure that the school's responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of all pupils in school life.
- The Governing Body will report to parents on the school's accessibility plan via the school website.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation - The Accessibility Policy is reviewed every two years by the Governing Body and Headteacher.

