



# Accessibility Plan 2019 – 2022 (including Equality Objectives) Northern Parade (Federated) Infant & Junior School



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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.

## Equality Objectives 2019-2020

- 1) Continue to improve attainment in Reading so that a higher percentage attain the expected standard at KS1 and KS2, particularly pupils who were lower than the age-related expectation on entry, and those who are disadvantaged.
- 2) Continue to improve the progress for SEND pupils in Reading, Writing and Maths Combined.
- 3) Continue to close the gap for pupils who attract pupil premium funding.
- 4) To promote spiritual, moral, social and cultural development and fundamental British values through our work on equality and diversity.

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, including senior staff, teachers, support staff (including the site manager) 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 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.

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	Impact evaluation
<p>Increase access to the curriculum for pupils with a special educational need or disability</p>	<p>The school has a strong inclusion agenda &amp; self-evaluates behaviour &amp; attitudes, &amp; personal development as a strength at the school.</p> <p>The school collaborates with a range of agencies to support children with additional needs. This includes but is not limited to visual/hearing impaired services, CAMHS, MABSS, school nursing service.</p> <p>Staff have a good awareness of their pupils with SEND. Staff training has been delivered on mastery and equality of opportunity by school leaders.</p>	<p>To review outcomes for children on the SEND register and narrow the progress gap between this group and other children.</p> <p>To review classroom learning environments &amp; extra-curricular opportunities to enhance inclusion (e.g. noise levels &amp; visual/hearing support tools).</p> <p>To continue with staff training and whole school approaches to celebrate similarities &amp; differences.</p>	<p>Learning walks, lesson observations, pupil progress reviews.</p> <p>SEND report – termly and yearly</p> <p>Regular PDM agenda items based on equality of opportunity.</p>	<p>AHTs/Senco</p> <p>Senco/teachers</p> <p>Senco</p>	<p>End of 2020</p> <p>Ongoing</p> <p>Termly</p>	
<p>Improve and maintain access to the physical environment</p>	<p>School has a Sensory Impairment Resource Provision with skilled staff &amp; additional specific resources &amp;</p>	<p>Review the needs of individual SI pupils &amp; how effectively they are catered for to maximise inclusion</p>	<p>Ensure SI staff have clear roles &amp; responsibilities &amp; work together as an effective team to ensure</p>	<p>HT/site manager</p>	<p>End of 2019</p>	

	<p>equipment.</p> <p>Classrooms have good levels of accessibility &amp; SI pupils are included well in classroom situations once additional needs are catered for.</p>	<p>&amp; pupil achievement.</p> <p>Continue to develop the provision &amp; practice of staff to meet SI pupils' needs.</p> <p>Investigate how specialist resources &amp; skills can be accessed &amp; developed by other staff.</p>	<p>excellent provision.</p> <p>Develop CPD for our staff &amp; share best practice beyond the schools.</p> <p>Learning walks and case studies on children with SEND/SI needs to consider curriculum access &amp; outcomes.</p>	<p>Senco &amp; CPD Mgr</p> <p>Senco &amp; Res Provision Mgr</p>	<p>End 2020</p> <p>End of 2020</p>	
<p>To improve the delivery of information to disabled pupils &amp; parents</p>	<p>Senco led. reviews &amp; informal meetings with parents &amp; external agencies</p> <p>Pastoral team/SEND/EMAS Ldr updates in the school newsletter.</p>	<p>To review documentation on our school website to check accessibility for parents with barriers to accessing it.</p> <p>To provide "parent-friendly" information which communicate school policies &amp; procedures in an easily accessible manner.</p> <p>To ensure the school becomes aware of the needs/disabilities of pupils &amp; parents as soon as possible, &amp; caters for them.</p>	<p>Liaise with parents to understand their needs &amp; those of the child. Use SI service, EMAS, support as appropriate.</p> <p>Liaise with parent governors to gain their opinions &amp; views of school information. Use their input effectively. Ensure information is easily accessible e.g. from the school office.</p> <p>Senco to lead on induction of new staff and children.</p> <p>Develop positive relationships.</p>	<p>Senco</p> <p>Senco/EMAS Liaison Ldr</p> <p>Senco</p>	<p>End of 2020</p> <p>Monthly newsletters and ongoing</p> <p>Ongoing</p>	

#### **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 Local Governing Board.

#### **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/intimate care policy

Agreed by Governors Resources Committee: 24<sup>th</sup> October 2019

Review : Autumn 2022

