

NEW PASTURES PRIMARY SCHOOL ACCESSIBILITY PLAN



2019- 2021

New Pastures Primary School believes that it has a welcoming, happy and safe environment where all children are challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan

Our school responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement. It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

This plan shows how the school intends, over a period of time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

- New Pastures Primary School is a split site school. Both buildings are one storey and have disabled facilities and toilets. Wheelchair access is available into the main building. There is disabled parking on site at the upper school car park.
- At present we have no wheelchair dependent pupils, parents or members of staff.

The School's Aims

At New Pastures School we aim for our children to be the very best that they can be.

- To be literate and numerate
- To be self motivated with lively enquiring minds
- To be able to communicate effectively and have excellent social skills
- To respect themselves and others as individuals regardless of race, religion, culture, gender or ability
- To take calculated risks to solve problems for themselves in an environment where it is safe to fail and then try again, rejoicing in success
- To be able to work as an individual or as part of a team, knowing when to ask for help and when to give support to others

- To think and act creatively in everything they do
- To be a well-rounded citizen who is able to cope with the demands of the modern world
- To be a lifelong learner

The School's Vision

At New Pastures Primary School our vision is for our children to be well educated through a rich and varied curriculum, becoming self motivated, confident learners who have a desire to achieve more each day.

All adults who work in our school are expected to work and behave in such a way as to actively promote our school vision and are bound by a code of confidentiality. At New Pastures Primary School we put the interests and needs of its pupils first. Our school develops those qualities of character that best equip a young person for happiness, achievement and the ability to make a worthwhile contribution to society.

We promote enjoyment and independence in learning and aim to make every child a learner for life. We work hand in hand in partnership with our parents and with the wider community to ensure that our pupils can learn and flourish in an environment where they are inspired to take on bigger and greater challenges, building upon successes and confidentiality learning from mistakes.

The Current Range of Disabilities Within New Pastures Primary School

- The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.
- We have a number of children who have asthma and all staff are aware of these children. Each child with asthma has a health care plan, and inhalers are kept in a personalised box in classrooms.
- We have competent First Aiders and Paediatric who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Increasing access for disabled pupils to the school curriculum

- Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.
- It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategy	Timescale	Responsibility	Success Criteria
Ensure that all staff are fully aware of procedures and disabled children's curriculum access	All staff updated on policy and procedure in school Individual Access plans for disabled pupils to be written when required and information shared with all agencies involved.	Procedures at the beginning of each year and plans as required	Senco/inclusion manager	All staff aware of procedure and the individual's need
Ensure all staff receive appropriate specific training on disability issues	Identified staff training needs and access appropriate CPD	As required	Senco/inclusion manager	Raise knowledge, understanding and confidence of all staff

Out of school visits accessible to all	Ensure that staff have the knowledge and guidance when organising a visit to ensure that the it is accessible to all upils/staff	As required	Senco/inclusion manager	All pupils within school are able to access all education visits and take part in a range of activities
Review of teaching and learning tools and quality first teaching for all.	Ensure planning is appropriately differentiated to provide access to all and pupils experience success.	As required	Senco/inclusion manager	All pupils to have access to an engaging curriculum and to be able to enjoy and excel
Positive images of people with different abilities are throughout school.	Both sites in school need to ensure posters/displays are in place	Beginning of school year	Senco/inclusion manager	All abilities promoted and celebrated
The school will link with other schools to share good practice	Contact with Heatherwood/ Pennine view to be made	Autumn Term	Senco/inclusion manager	Good practice is shared between schools

Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples may include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timescale.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategy	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is easily accessible.	Ensure that the school website and all documentation can be accessed by the visually impaired and provides clear information in appropriate forms. The school office will support and help parents to access information and complete any school forms etc.	Website updates-staff to office at beginning of the year During induction of pupil	SENCO/ Inclusion Office and governor for website	All parents receive information in a way that they can understand Parents/carers receive and understand what the headlines of the school information, where required
Improve the delivery of information in writing in an appropriate format	Provide enlarged print for pupils/parents/carers with a visual Impairment Purchase of additional laptop for touch type	As required Autumn 2019	Office/SENCO/ Class teachers	Provide excellent communication Improved access for individual pupils for written work

Ensure that all staff are aware of guidance on accessible formats	Guidance and training for staff on dyslexia and accessible information- use of diagnostic tool Touch type training	On going	SENCO/ Inclusion manager	Staff receive a clear understanding
Annual Review of information to be accessible as possible	Developing SEN support Plans and Health Care Plans reviewing formats	On going	SENCO/ Inclusion Manager	Staff more aware of pupils preferred method of communication

Improving access to the physical environment of the school

- New Pastures Primary School is continuing to grow and develop, 1 additional unit on both sites has been added and in use from September 2016.
- Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.
- We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success criteria
The school is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the school.	To create access plans for individual disabled pupils as part of the SEN Support Plan/Health Care Plan process when required.	As required Identified at induction and ongoing Annually Recruitment process	SENCO/Inclusion manager	Support Plans/Health Care Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of any access needs for staff, governors parent/carers and visitors to the school Through questions and discussions find out the access needs		Headteacher	All staff and governors feel confident that their needs are met Parents have full access to all school activities Access issues do not influence
			Headteacher	

	<p>of parents/ carers - indicate on Newsletter & Admission forms</p> <p>Consider access needs throughout recruitment process</p> <p>Ensure staff are aware of Environment Access Standards</p>		Headteacher	recruitment and retention
Layout of school to allow access for all pupils to all areas	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns- lower school facilities</p>	As required	<p>Head teacher</p> <p>Governors</p> <p>SENCO/Inclusion manager</p>	Re designed buildings are usable by all
Ensure the safety of pupils during an emergency	<p>A Personal Emergency Evacuation Plan (PEEP) will be in place for all children with difficulties</p> <p>Develop a system to ensure that staff are aware of their responsibilities</p>	As required Annually	SENCO/Inclusion manager	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure	Continue to	As required	ICT	Hardware

accessibility of access to IT equipment	liaise with agencies- VI/HI on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access to IT including the Hall- additional laptops to be purchased	On-going Additional software may be required		and software available to meet the needs of children as appropriate.
Ensure that hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	LA hearing officers	All children will have access to equipment if required
Fire escapes routes are suitable for all	Ensure that all areas of school can have wheelchair access Ensure that visual checks are carried out on a daily basis - housekeeping, keeping areas free from obstruction	On-going and as a when required appropriate Daily	(Local Authority) Site Manager/Staff Members	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency