

ACCESSIBILITY POLICY



Northgate Primary School

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1. Introduction

Northgate Primary School welcomes a diversity of pupils and aims to offer a truly inclusive learning experience and a broad and balanced curriculum for each and every one of our pupils, no matter their needs. We want all pupils to enjoy coming to school, to feel safe and included and to be able to access appropriate challenge so that they are able to achieve their full potential. The purpose of this plan is to show how Northgate Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

2. Definition of Disability

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

3. Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

4. Statement of Intent

This plan outlines the proposals of the governing body of Northgate to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

The plan aims to:

- Increase the extent to which students with disabilities can participate in the school curriculum;
- Improve the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
- Improve information delivery to students with disabilities.

5. Plan availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

6. Review and evaluation

The plan is valid for three years **2019-22**. It is reviewed annually.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- **The Headteacher and relevant members of staff**
- **Governors**
- **Parents/carers of pupils, as appropriate**

Accessibility Plan

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim: Increasing the extent to which students with disabilities can participate in the school curriculum

Current good practice:

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

	Objectives	Actions	Outcome/ success criteria	When	Who
Short Term	To continue to improve the accessibility and range of APPs and programmes to support children with disabilities.	Teachers to be given opportunities to watch outstanding practitioner use computing in lessons. SENDCo to work alongside digit lead and IT Support contractor.	Evidence of ICT equipment being used in lessons effectively to support all children.	Summer 2019	SENDCo Digital Lead STL
Medium term	To offer gross motor interventions and sensory needs for specific children to help them to access the PE curriculum.	Training for staff in order to create and establish a gross motor group.	Established a Gross Motor group with assessment which identifies and show progression.	2019/20	SENDCo
	To reduce the attainment gap between SEND and non-SEND pupils. To ensure progress is as good as those pupils Nationally with SEN	- Data and provision continually reviewed - Pupils Progress Meetings - Target on School Improvement Plan - Staff Development	Progress is as good as SEN Nationally and attainment gap is diminishing	Ongoing	Headteacher Teachers SENCO

Long term	To continue to ensure all staff are fully aware of supporting children with a range of disabilities.	Staff training	Support sheets available for all staff. Specific training for key staff.	Ongoing	SENDCo
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Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim: Improving and maintaining access to the physical environment

Current Good Practice:

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Corridor width.
- Disabled parking bay
- Disabled toilet and changing facilities
- Library shelves at wheelchair-accessible height

	Objectives	Actions	Outcome/ success criteria	When	Who
Short term	To ensure all disabled pupils and staff can be safely evacuated.	Ensure Personal Emergency Evacuation Plans (PEEP) are available for everyone with disabilities which inhibit their ability to take part in standard evacuation procedure.	All pupils are safely evacuated in the event of a fire All members of staff are aware of the evacuation procedures for pupils, staff and members of the wider community with disabilities.	Ongoing (when needed)	SENDCo BM
	To improve the visibility of yellow lines Not sure of relevance? What about 'ensure key signs and symbols are in Braille and picture format for those who are visually impaired or have communication difficulties	Regularly monitor all yellow lines on playground to help with visibility. Signs to be reviewed and upgraded as required	Yellow lines visible School signs are accessible for all	Ongoing (when needed) Ongoing	Headteacher SBM
Medium term	To improve accessibility of outdoor classroom	To get ramp for outdoor classroom	Ramp in place	Summer 2019	Site manager
Long term	To provide full access to teaching spaces to enable all learners to access the curriculum	Hall doors to all be double access	Wheelchairs can access the hall from all doors	Summer 2021	Site manager

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim: Improving information delivery to students with disabilities

Current Good Practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage e.g. widgets on room doors
- Large print resources available when needed
- Induction loops available when needed
- Pictorial or symbolic representations

	Objectives	Actions	Outcome/ success criteria	When	Who
Short term	To ensure that all staff are aware of necessary ways to communicate information to pupils with disabilities	File with information in staffroom, medical room, kitchen. Staff are aware of Widgit symbols and have received training on using Communication in Print. Use visual timetables.	All staff including TAs, MSAs and administrative staff are aware of the specific needs of pupils. Pictures of SEND available	Ongoing	SENDCo
	To ensure parents are fully aware of range of support groups available	Display pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g. HAND, local offer	Parents are available for support groups	Ongoing	SENDCo
Medium-Term	To ensure that the school website is fully accessible to parents and pupils with disabilities	Audit of school website Update school website	All parents and pupils are able to access the school website	Summer 2019	SENDCo
Medium Term	To ensure information is available in a variety of formats, as required	Provision of range of formats e.g. 'easy read', enlarged print and audio.	Information accessible to all including translate facilities on website	Ongoing	SENDCo SBM
Long term	To ensure all parents can access information about the school	Have school prospectus available in different languages.	Parents can access information about the school	Summer 2020	SENDCo

	Provision of IT support for those with disabilities and upskill staff.	Provide staff with training and knowledge on available ICT e.g. Soundfield system	Staff will be able to share information in a variety of ways for those with disabilities	Ongoing	SENDCo IT Support
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