

# **Accessibility Plan**

## **New End Primary School**

**Date Reviewed:           Spring Term 2025**

**Review Date:             Spring Term 2026**

### **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

New End aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Camden Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are

the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe
- The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Somerby Primary School: Accessibility policy and plan 2020-2022 Page 4 of 6 Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school. It may not be feasible to undertake all of the works during the timeframe of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period

## **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 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

## **Monitoring**

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

## New End Primary School Accessibility Plan 2024-2026

### Improving the physical access

Aim	Strategies	Timescale and Lead	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> <li>• Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>• If required, create access plans for individual children with disabilities as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>• Ensure staff and governors can access areas of school used meetings</li> <li>• Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>• Ensure plans are put in place if required</li> </ul>	Headteacher  As required	<ul style="list-style-type: none"> <li>• SEND objectives are in place for children with disabilities, and all staff are aware of pupils' needs.</li> <li>• All staff &amp; governors are confident that their needs are met.</li> <li>• Continuously monitored to ensure any new needs arising are met.</li> <li>• Parents have full access to all areas of school</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>• Check exterior lighting is working on a regular basis</li> <li>• Make adaptations if required eg; hazard tape on poles at end of play equipment to help visually impaired children</li> <li>• Check flashing beacons that signal fire alarm activation regularly</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>• Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> </ul>
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>• Ensure staff are aware of need to keep fire exits clear</li> </ul>	Site Manager  Daily	<ul style="list-style-type: none"> <li>• All disabled personnel and pupils have safe exits from school.</li> </ul>

## New End Primary School Accessibility Plan 2024-2026

### Improving the curriculum access

Aim	Strategies	Timescale and Lead	Success Criteria
Ensure staff are able to confidently differentiate the curriculum to meet the required needs of individual children	<ul style="list-style-type: none"> <li>Differentiated curriculum for all children</li> <li>Tailor resources to the needs of children who require support to access the curriculum</li> <li>Curriculum progress is tracked for all children, including those with a disability</li> <li>Targets are set effectively and are appropriate for children with additional needs</li> <li>The curriculum is reviewed to ensure it meets the needs of all children</li> </ul>	SENDCo  As required	Increased confidence in staff and increased pupil participation in lessons
Use digital technology to support learning	<ul style="list-style-type: none"> <li>Ensure that the necessary devices/software are installed and available where needed</li> <li>Camden IT Dept to support</li> </ul>	HT SENDCo  As required	Frequent use of digital technology and SEN resources in classrooms
All school visits and trips need to be accessible to all children	<ul style="list-style-type: none"> <li>Ensure venues and means of transport are vetted for suitability</li> <li>Develop guidance on making trips accessible</li> </ul>	Staff  As required	All children are able to access all school trips and take part in a range of activities
Ensure all staff have specific training on disability issues as needs arise	<ul style="list-style-type: none"> <li>Identify training needs at regular meeting</li> </ul>	HT SENDCo  Ongoing	<ul style="list-style-type: none"> <li>Raised confidence of staff</li> </ul>
Information to parents and carers must be accessible and provided in an appropriate format	<ul style="list-style-type: none"> <li>Information and letters will be provided in clear print (enlarged if necessary) and in 'simple' English.</li> <li>Local Authority letters will be translated if necessary</li> <li>Admin team will support and help parents to access information and complete forms if required</li> <li>School website contains letters and information handed out to parents/carers to ensure they can access it from home and enlarge necessary documents</li> </ul>	Headteacher  Ongoing	<ul style="list-style-type: none"> <li>All parents and carers receive information in a format they can access and understand</li> <li>Parents and carers are aware of the members of staff that can support them with letters and forms if necessary</li> <li>Improved communication between home and school</li> </ul>

