



**New Haw Community School**



## **ACCESSIBILTY POLICY & PLAN**



**This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.**

## Definition

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## Policy

1. New Haw Community School is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Over time, we plan to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - 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.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as those without a disability. (If a school fails to do this they are in breach of the DDA). 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. **Action Plan A: Improving the Physical Access** relates to an accessibility audit undertaken by Lesley Mifsud from Equality Act Audits. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. The School Web Site will make reference to this Accessibility Plan.
10. The Plan will be monitored through the Finance & Resources Committee of the Governors.

Policy Reviewed:	20 <sup>th</sup> June 2019
Next Review:	Summer 2022

## **ACTION PLAN A: Improving the Physical Access**

<b>ITEM</b>	<b>ACTIVITY</b>	<b>TIMESCALE</b>
Accessible car parking	Although there is an allocated accessible bay available, this needs to be marked out correctly following guidelines and with a sign immediately in front of it, and directional signs at the entrance to the car park.	Autumn 2019
Safe walkway	A safe walkway in the car park to ensure pedestrian safety.	Autumn 2019
Outside steps	Highlight strips to be added to/repainted on all outside steps to classrooms.	Starting Autumn 2019
Principle entrances	Ensure manual door closers are adjusted to provide the minimum force necessary to open or close the door.	Autumn 2019
Lightbulbs/fluorescent tubes	Ensure missing bulbs/tubes are replaced as soon as possible.	On-going
Induction loops	Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign.	As funds allow
Corridors and circulation routes	Ensure clear of obstructions e.g. sports equipment, deliveries and stationery.	On-going
Wall and floor colour	Improve visual contrast in school when carrying out maintenance and refurbishment e.g. when painting walls or renewing floor finishes.	On-going
Door signage	All door signs should be in lower case and should include tactile signage. Use uniform door signage throughout school.	As funds allow
Access to sports field	Provide accessible parking in close proximity to field.	As required
Toilet doors	Ensure all toilet doors are signed, including accessible disabled toilet. Put up a sign indicating location of accessible toilets.	Autumn 2019
Toilet alarm	Fit an alarm in the disabled toilet. Cleaning staff to check alarm cord is untied and allowed to hang freely in case it is needed.	As funds allow
Disability awareness and etiquette training; manual handling training	Member of staff to be trained. Include evacuation procedures in helping mobility impaired.	As required
Coat hooks	Move to wheelchair height.	As funds allow
Mirror	Install a mirror in disabled toilet.	As funds allow
Seat with arms in staff room	Ensure a seat with arms is included in the furniture in the staff room.	As funds allow
Safe place of refuge	Well sign-posted and easy to access place with fire risk assessment.	As required
Safety routes	Delegate an individual to ensure all escape routes are free from obstructions.	Daily
Outdoor picnic table	Purchase accessible outdoor picnic table which is wheelchair accessible.	As required.

## **ACTION PLAN B: Improving Curriculum Access**

TARGET	STRATEGY	OUTCOME	TIMEFRAME
Upgrading of interactive boards in classrooms to improve visual access to curriculum resources.	New screens purchased for 12 classrooms and 4 group teaching rooms.	All classrooms have up-to-date technology and software which improves visual access to curriculum resources.	June 2019
	Training required to ensure staff can make best use of the equipment.	All staff able to make most use of new technology.	On-going
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	On-going
	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	On-going
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	On-going
Training regarding raising awareness of disability.	Discuss perception of issues with staff to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access.	tba
Identify barriers to learning for pupils with additional needs, including SEND and physical disability.	Provide individual needs plan and where necessary apply for an EHCP.	All staff are aware of students with disabilities and they plan accordingly.	On-going

## **ACTION PLAN C: Improving Access to School Information by Stakeholders**

TARGET	STRATEGY	OUTCOME	TIMEFRAME
Ensure school website is accessible to all users.	Website coordinator to keep in mind the simplicity of structure when updating the website. A high visibility mode can be used to provide improved usage when using a screen reader.	Website is easily accessible to all users.	On-going
Availability of written material in alternative formats.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	As needed
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	On-going
Review documentation and VDUs with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all.	On-going
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness raised of target group.	On-going