



Notley Green Primary School Accessibility Plan

The school recognises its duty under the Equality Act 2010:

- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled people at a substantial disadvantage
- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- To publish an accessibility plan

This plan outlines the proposals of the Governing Body of Notley Green Primary School part of The Compass Partnership of Schools, to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment if the school is to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The Trust 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 in consultation with:

- parents of pupils

- employees
- governors
- external partners/stakeholders

Planning Duty 1 – Access to the curriculum

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.

As part of Equal Opportunities and our Recruitment Policy, Governing Bodies should undertake an audit of the extent to which staff with disabilities can engage in the delivery of the curriculum on an equal basis with their peers.

Outcome	Action	Timescale	Resources and responsibility
All staff members are fully aware of reasonable adjustments and put these in place for children in order to meet individual needs.	<ul style="list-style-type: none"> • Review staff training as necessary • Ensure staff are aware of sensory difficulties, especially relating to P.E or extra-curricular. • Carefully personalised provision for children for lessons, and home learning (if appropriate) 	<p>Ongoing</p> <p>Reviewed as children with additional needs attend our school.</p>	<p>All staff</p> <p>PE co-ordinator</p>
Consider and carefully plan for any transition for any pupils with SEND, including year groups change, key stage change, change of placement of school.	<ul style="list-style-type: none"> • Consideration of rooms, the use of which may need to be changed to maintain inclusive practices • Close liaison and information sharing within school for children as they move through the school and with their next 	<p>Ongoing with particular need at the end of each academic year.</p> <p>As new admissions attend our school.</p>	<p>Headteacher, Deputy & Assistant Headteachers, class teachers, SENCO</p>

Outcome	Action	Timescale	Resources and responsibility
	setting. This may include taster days		

Outcome	Action	Timescale	Resources and responsibility
To ensure the school continues to develop children's awareness of disability and promote inclusion for all.	<ul style="list-style-type: none"> • Ensure there are learning resources that show positive examples of people with special educational needs and disabilities. • Children to attend and take part in local events such as multi-schools council. 	Ongoing	All staff
To ensure that all school trips (including residential trips where possible) need to be accessible to all pupils and reasonable adjustments are made to meet these needs.	<ul style="list-style-type: none"> • Staff to plan trips / visits which will be accessible for their whole year group. • Seek advice from external sources when required. • Risk assessments to include personalised risk assessment for children with additional needs. 	Ongoing	<p>Headteacher, Deputy/Assistant Headteachers, SENCO, educational visits co-ordinator, local business manager, class teachers.</p> <p>External agencies such as specialist teachers for support.</p>
Allow all children to have the opportunity to attend additional curricular activities.	<ul style="list-style-type: none"> • Ensure all pupils can take part in additional curricular activities, including school visits, theme days, sports activities, after school clubs. 	Ongoing	<p>All staff.</p> <p>External agencies such as specialist teachers for support.</p>

Planning Duty 2 – Access to the physical environment

Governing Bodies should undertake an audit of the extent in 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.

Governing Bodies should undertake an audit of the extent in which staff 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.

Outcome	Action	Timescale	Resources and responsibility
Ensure that disabled users are able to access all areas of the school.	<ul style="list-style-type: none"> Regular checks of hand rails, disabled toilets and hygiene suite. 	Ongoing	Headteacher, Local Business Manager, caretaker.
Children are able to access personal hygiene care within the toilets and classroom	<ul style="list-style-type: none"> Automatic soap dispensers Toilet roll and hand roll within easy reach 		Headteacher, Deputy/Assistant Headteacher, SENCO and caretaker
Adults and children with disabilities will be able to leave the school safely in an evacuation.	<ul style="list-style-type: none"> Risk assessments and personal evacuation plans for individual disabled children. Review of Emergency and Evacuation Procedures. Consider the use of spaces when booking meetings and inviting external visitors in to the school with disabilities. Personal evacuation plans when and where necessary. 	Ongoing	All staff
All children to be able to access the school resources including the stage, library and classrooms on different floor levels.	<ul style="list-style-type: none"> Investigate the purchase of a handrail and possibly ramp for the stage/performance at floor level where necessary. 	As appropriate	All staff

Planning Duty 3 – Access to information

Governing Bodies should undertake an audit of the extent in 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.

Governing Bodies should undertake an audit of the extent in which staff 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.

Outcome	Action	Timescale	Resources and responsibility
Consider availability of and access to information to blind and hearing impaired stakeholders where necessary	<ul style="list-style-type: none"> • Regular assessment of needs. Consideration to font / size / typeset of school correspondence. • Use support from external sources when required. • Letters and other documents placed on the website for visitors to explore. • Assessment of classroom acoustics for HI pupils as appropriate and in consultation with Specialist Teacher for the Deaf 	Ongoing	Headteacher, SENCO, Local Business Manager, all staff.
Consider availability of and access to information to English as an Additional Language stakeholders where necessary	<ul style="list-style-type: none"> • Admission meetings to build relationships with EAL parents. • EAL co-ordinator to provide relevant information to children and families. • Adaptions made to communication to parents and carers. 	Ongoing	All staff EAL Coordinator

Outcome	Action	Timescale	Resources and responsibility
<p>Consider the availability and access of school resources to parents and carers who struggle with their own English skills.</p>	<ul style="list-style-type: none"> • Be aware of families who may require additional support with completing paperwork. • Pastoral managers to support families with transition to other placements, i.e. admissions for secondary school. • Class teachers and support start to have verbal conversation with parents and carers to ensure parents are aware of changes, important information and upcoming events. 	<p>On-going</p>	<p>All staff</p>
<p>Provide reasonable adjustments for parents and carers who experience difficulties with their mental health.</p>	<ul style="list-style-type: none"> • Provide access arrangement and alternative meetings other than face to face, including email communication, phone call and Teams meeting. • Refer to external agencies for support where requires such as social care and therapeutic support. 	<p>On-going As and when required</p>	<p>Headteacher, Deputy/Assistant Headteacher, SENCO and pastoral staff</p>