



Accessibility Policy and Plan

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Aims and Ethos

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

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

The school aims to provide an **inspiring** environment in which pupils feel secure and can grow in confidence, self-esteem and experience **success**. Furthermore it aims to create a friendly, caring community, established on mutual **respect**, where every individual is valued and **included**; to encourage pupils to confidently **explore** a broad curriculum, relish a **challenge** and, working in partnership with families, reach their full potential in all aspects of life.

Our core values inform all that we do. At Newcastle Preparatory School we:

- Inspire
- Respect
- Include
- Challenge
- Explore
- Succeed

We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and disabilities bring to school life.

Context

As of September 2022 NPS has no pupils with an Education and Health Care Plan. There are 33 pupils with SEND including Dyslexia, Developmental Coordination Disorder, Autism, ADHD, Hearing Impairment or Speech and Language. Pupils on our SEND register have an individual education plan which is reviewed three times a year, to assess progress relating to their personalised targets. All SEND pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

At NPS we have made reasonable adjustments to pupils with various disabilities to enhance access to the curriculum. We liaise closely with a variety of local services e.g. physiotherapists, child psychologists.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

At NPS, we also make reasonable adjustments for staff with various mobility requirements e.g. special chairs and IT equipment.

Admissions Policy

Our admissions policy and criteria endeavours to remove barriers to entry into our school for pupils with special educational needs and disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which pupils with a disability are able to partake in all aspects of school life at NPS. The school environment is located within a conservation area and encompasses three terraced houses which were built circa 1890. Due to the layout of the school and the restrictions placed upon the school by the local council, certain physical access issues cannot be accommodated for and specific reasonable adjustments cannot be made for some physical disabilities.

Previous Improvements Made

Lighting was improved throughout School, with new light fittings installed in the majority of classrooms in 2004 with further improvements in 2009. A ground floor accessible visitors toilet was installed in 2015. Accessibility issues were considered when planning and building the Sports Hall in 2002.

Emergency Evacuation Planning

As part of NPS's policy to admit pupils who have temporary or permanent mobility-limiting factors, it is our requirement to include planning for the emergency evacuation of these pupils and discussing with parents the suitability of the school premises.

Risk assessments and Personal Emergency Evacuation Plans (PEEPs) are prepared when required for pupils.

Recruitment Procedure

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Newcastle Preparatory School. Staff with minor medical disabilities and all other staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

The School's website endeavours to conform to World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 1.0. Conformance with these guidelines help to make the web content more accessible for people with disabilities and more user friendly for all people.

Action Plan

The following has been carefully considered and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare of pupils and staff

The results of NPS's continuous monitoring of the above has informed the three year action plan (1.1.20 to 31.12.23) below which specifically relates to the following categories regarding special educational needs and disability:

Category	Description and Current Good Practice
(a)	<p>Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;</p> <ul style="list-style-type: none">➤ 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 resources include examples of people with disabilities➤ 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 make sure it meets the needs of all pupils➤ All school visits and trips need to be accessible to all pupils. Our risk assessments ensure that all children including children with physical disabilities can access trips.➤ Staff are responsible for ensuring that venues and means of transport are vetted for suitability➤ Our SENCO informs staff of any children with SEND and provides support and resources to help pupils with SEND access all areas of the curriculum

<p>(b)</p>	<p>Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ➤ Internal signage ➤ Large print resources if required ➤ Pictorial or symbolic representations ➤ Use of talking tins and Microsoft dictate
<p>(c)</p>	<p>Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.</p> <ul style="list-style-type: none"> ➤ Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') ➤ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ➤ We ensure that all children with physical disabilities can be safely evacuated from building in the event of an emergency and create a PEEP (Personal Emergency Evacuation Plan) if someone at school (pupil or adult) becomes physically impaired ➤ Disabled members of staff and visitors can park in the parking bays directly outside of school. ➤ A ramp can be placed outside the main entrance to school to allow people with mobility issues/ wheel chairs to access the main school building.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Target Completion Date (short/medium or long-term)
Improve access to IT	(a), (b) & (c)	Support pupils with writing difficulties. Monitor differentiation in class/use of computers/ typing	N Johnson	None	Ongoing (short & medium) <i>(Complete) All Key Stage 2 pupils have 1:1 devices. Kindles and laptops available for Key Stage 1. Typing club available</i>
		Upgrade whiteboards and projector to interactive tv's to enhance the learning experience for those with reduced vision	HT / Bursar	£4500 per unit	Ongoing (short & medium) <i>(Complete) All whiteboard and projectors replaced summer 2021</i>
		Provide laptops and kindles for pupils as required	HT / Bursar / R Boddy	£500 per laptop	Ongoing (short & medium) <i>(Complete) All Key Stage 2 pupils have 1:1 devices. Kindles and laptops available for Key Stage 1</i>
		Download appropriate software and Apps e.g. Nesy, Doodle and Overlay screen to assist with reading, typing club provision and Microsoft dictate	R Boddy	TBC	Ongoing (short & medium)
		Provision of live lesson capability for those unable to attend school.	R Boddy	TBC	Ongoing
Improve levels of support within the classroom	(a)& (b)	Monitor pupils identified as requiring support. Support provided in more classroom situations	N Johnson	Included in staffing budget	Ongoing (short & medium)
		Training staff in specialist areas eg Makaton, BSL, braille, occupational therapy to enable children to access the curriculum fully.	N Johnson	CPD budget	Ongoing
Improve access to resources for pupils	(a)	Improve access to drama & performance resources by purchasing drama resources incl. new staging with accessibility in mind	HT / Bursar	£5,000 (est)	Summer 2020 (short) <i>(Complete) Several pieces of lower staging, green screen, camera and screen purchased in August 2020</i>
		Purchase of school wheelchair to assist pupils with temporary mobility issues to access playtime at sports field			Summer 2020 (short) <i>(Complete)-purchased July 2020</i>
Improve access to school for parents & children with physical disabilities	(c)	Possible extension to buildings. Consider disabled access to new buildings (& old where possible)	HT / Bursar	Further work required	Summer 2023 (long)
		Hybrid approach to meetings including parents' evenings.	SLT		Ongoing

		Accessible arrangements eg sending notes in advance of meetings for parents with disabilities	SLT		Ongoing New procedures in place
Improve physical access to play equipment for children with disabilities	(c)	Improve physical access to play equipment for children with disabilities	HT / Bursar	£15,000	Summer 2023 (long)
Improve outdoor provision with easy access	(c)	Refurbish and improve outdoor areas to enhance the curriculum.	HT	£30,000	Summer 2023 (long)
Extend opportunities for sensory development	(c)	Develop a sensory garden at the side of the Forest School.	HT	£20,000	Summer 2022 (long)

Reviewed September 2022

Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Bursar and reviewed by the Senior Management Team.

Every policy at NPS is reviewed on an annual basis. As part of this review the accessibility plan is considered taking into account:

1. the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. update of the school's SEND policy
4. update of the school's accessibility plan
5. review such plans and policies as necessary and at least on an annual basis

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Updated September 2022