



## Northiam CE Primary School Statement

Statement:	Accessibility plan
This statement was approved:	March 2021
This statement will be reviewed:	March 2025
Governor committee responsibility:	

At Northiam CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

**This Accessibility Plan is 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 the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.**

**The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.**

**According to the Equality Act 2010 a person has a disability if:**

- (a) He or she has a physical or mental impairment, and**
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**

**The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.**

### **Objectives**

**Northiam CE Primary School is committed to providing an environment that enables full curriculum access that 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 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.**

**The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.**

**Northiam CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.**

**The Accessibility Plan contains relevant and timely actions to:-**

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 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 timeframe.

**Northiam CE Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.**

**Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.**

**This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:**

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

**The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body/IEB. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.**

**Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.**

**The Accessibility Plan will be published on the school website.**

**The Accessibility Plan will be monitored through the Governor Body.**

**The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.**

**Approved \_\_\_\_\_**

**Date \_\_\_\_\_**

**It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.**

**The priorities for the Accessibility Plan for our school were identified by:**

- **The Governor Body**
- **Head Teachers**
- **Inclusion Leader**
- **Site Manager**



## ACCESSIBILITY PLAN:

**PERIOD COVERED BY THE PLAN: ACADEMIC YEAR 2021/22**

**PLAN WRITTEN BY: Julia Bray (Headteacher) Catherine Palmer (SENCo)**

**INITIAL DATE: March 21**

**MOST RECENT REVIEW: March 2021**

**NEXT REVIEW: September 2021**

**CONTEXT:**

- Northiam School is an old Victorian building that has been adapted over a period of time. There was a large sports hall and facilities added in 2007 that have full disabled access.
- Since January 2020 the school has a substantive Headteacher.
- For there is a consistent staffing structure for 2020/21
- The school was rated Good by OFSTED in July 2019.
- The school has 4 classes, taught as EYFS, Y1/2, Y3/4 and Y5/6.
- The school is opening a Preschool class in Sep 2021

**KEY ISSUES:**

- Attendance is below the national average
- Attainment remains below the national average in KSI.
- The number of children achieving greater depth in KS2 was below the nation average last year.
- Progress and attainment is inconsistent across year groups for this academic year.

Objectives and Actions to Address Key Issues	Time Scale	Led by	Resources	Success Criteria, Milestones and Practice Indicators	Monitoring	Evaluation
<p><b>Improving access to the physical environment</b> School is aware of the access needs of disabled children.</p> <ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of MHCP/SEN process/ Ipage profiles.</li> <li>• School staff are better aware of access issues.</li> <li>• Named medical staff to attend training on supporting pupils with medical needs and making reasonable adjustments.</li> <li>• Provide information and training on disability equality for all staff.</li> <li>• Preschool staff are fully trained and aware of the access needs of disabled children.</li> </ul>	<p>Term 1 2021</p> <p>Term 2 2021</p>	<p>SENCO</p>	<p>Time built into budget</p>	<p><b>By Nov 2023</b> SENCO and medical officer to Access plans for individual disabled children and see implemented. <b>By Dec 2023</b> SENCO and Head to ensure Staff know and understand their role in making reasonable adjustments. <b>By Dec 2022</b> SLT All staff aware of all pupils' access needs and monitoring shows pupils access the full curriculum and are making progress. All pupil scan access</p>	<ul style="list-style-type: none"> <li>• Head to report to Gov's</li> <li>• SLT to review targets</li> <li>• SLT monitor impact</li> <li>• Parent voice/pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• Head to report to Govs</li> <li>• Review targets</li> <li>• Identify future targets</li> <li>• Review related policies</li> <li>• Has it met expected impact?</li> <li>• Does it follow school policy?</li> <li>• Do policies need review?</li> </ul> <ul style="list-style-type: none"> <li>• need to implement training for TA staff on sen and disability,</li> </ul>

<p>Make sure that all disabled children can be safely evacuated.</p> <ul style="list-style-type: none"> <li>Put in place personal emergency evacuation plan for all children.</li> <li>Develop a system to ensure all staff including nursery staff are aware of their responsibilities.</li> </ul>	Term 1 2022	HT/SLT/ GOVs		through the new curriculum approach		
<p><b>To improve Access to The Curriculum</b> (See also <i>The Quality of Education/The achievement of Pupils at the School/Inclusion Provision/SEN/Family and community</i>)</p> <p>To audit attendance of pupils with disability.</p> <ul style="list-style-type: none"> <li>Target and support those below 90%</li> </ul> <p>To increase confidence of staff in differentiating the curriculum and develop a consistent approach across the school</p> <ul style="list-style-type: none"> <li>Diagnostic learning walks inform professional development opportunities</li> <li>Adapted Curriculum vision to improve learning experience and access for ALL children.</li> <li>Coaching from SENCo on access to learning and using alternative recording in school (Additional Needs Plan(ANP)Education Health Care Plans (EHCP))</li> <li>Strategies developed to promote independence</li> <li>Joint planning and assessment with TA's is established with new staff</li> <li>Ongoing CPD for support staff.</li> <li>Sharing good practice through school to school support</li> <li>Staff held accountable for access to the curriculum at Pupil Progress Meetings (PPM)</li> <li>Communication friendly classrooms using visuals.</li> </ul> <p>Ensure all staff have specific training on disabilities issues.</p> <ul style="list-style-type: none"> <li>Undertake audit of staff training needs.</li> <li>Update SEN policy and share with staff.</li> <li>Set up system for information to be shared with all staff</li> </ul> <p>Ensure all staff are aware of and are able to use SEN software and resources.</p> <ul style="list-style-type: none"> <li>Audit all SEN ICT and other resources and make a list available to all staff</li> </ul>	Term 2 Dec 2021  Term 1 2021 Term 2 Dec 2021 Term 3 2022  Term 1 2021 Term 3 2022 Term 2 2022  Term 3 2022 Term 2 2021 Term 3 2022 Term 1 2021  Term 4 2022	SENCo/H T/SLT/ Subject Leaders	School to school support  SLES and consultant training  Coaching sessions/relea se time  Built in leadership time PPM's  SEN Policy  Subject Leadership time  Curriculum Policy  Teaching and Learning Policy	<p><b>By Sep 2022</b> Head-All new staff are able to use school planning formats.</p> <p><b>By October 2022</b> Demonstrate to new staff how to deploy TA's effectively. SEN policy updated. PE teacher /Head All children are able to access PE. All children can access <u>all</u> of site safely Friday Focus reviews show impact on SEN children. Pupil voice completed. Offering FF curriculum to wider school communities</p> <p><b>By Nov 2023</b> SENCo and Head - Learning walks TA's receive CPD to support teaching and learning. SENco/Head- SEN policy shared with staff. SLT TA's are deployed effectively SLT PSHE curriculum reviewed and action planning includes disability and equality issues.</p> <p><b>By Dec 2022</b> SLT Planning shows all groups of learners are clearly identified within the class and appropriate pace and challenge is evident. Interventions are appropriately</p>	<ul style="list-style-type: none"> <li>See monitoring and evaluation schedule (appendix 1)</li> <li>See pupil progress and attainment targets.</li> <li>Head to report to Gov's</li> <li>Track data to hold teachers to account through PPM's</li> <li>Track impact of support in interventions on a termly basis.</li> <li>SENCo to be held to account for the progress against targets every term.</li> <li>Lesson observations demonstrate appropriate content, challenge and support for learners who receive inclusion support,</li> <li>Planning and lesson observations demonstrate CPD has led to improved outcomes for learners.</li> <li>SLT to review targets</li> <li>SLT monitor impact</li> <li>Parent voice/pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Head to report to Gov's</li> <li>Review targets</li> <li>Identify future targets</li> <li>Review related policies</li> <li>Has it met expected impact?</li> <li>Does it follow school policy?</li> <li>Do policies need review?</li> </ul>

<ul style="list-style-type: none"> <li>• Re visit training on use of Clicker 6, word shark, Communicate and Print software</li> </ul> <p>Ensure all school trips and camps are accessible to all.</p> <ul style="list-style-type: none"> <li>• Revisit guidance for staff on making trips accessible.</li> <li>• Ensure new staff know how to write and implement risk assessments.</li> </ul> <p>Review PE curriculum to make PE accessible to all.</p> <ul style="list-style-type: none"> <li>• Raise awareness of disability sports within the curriculum</li> <li>• Review PE curriculum to include disability sports</li> <li>• Review curriculum to ensure it meets the needs of all learners</li> </ul> <p>Review curriculum areas to include disability issues.</p> <ul style="list-style-type: none"> <li>• Develop and review PSHE and citizenship curriculum to address disability and equality issues.</li> <li>• Audit the school to ensure a variety of books and resources that reflect disability and equality (available to all staff)</li> <li>• Develop and review RE curriculum to encourage understanding of different cultures and beliefs.</li> </ul> <p>Ensure disabled children participate equally in early learning time, after school and lunchtime activities.</p> <ul style="list-style-type: none"> <li>• Survey participation in clubs and activities by disabled children.</li> <li>• Build participation into Sports Premium funding review /pupil premium.</li> </ul>	<p>Term 5 2022</p> <p>Term 3 2022</p> <p>Term 2 2021</p> <p>Term 1 2021</p> <p>Term 1 2021</p> <p>Term 5 2022</p> <p>Term 4 2022</p> <p>Term 4 2022</p> <p>Term 4 2022</p>	<p>Sports Specialist teacher</p>		<p>planned for to swiftly accelerate learners progress. SENCo-Teachers have shared support programmes/ ANP/EHCP with TA's and parent/carers. Head-Staff training needs identified and CPD planned. Systems in place for information sharing. Head/SENCo- Systems in place to ensure pupils with disabilities have good attendance and are supported where it needs to improve. TA's receive CPD to support effective questioning for all learners and differentiation. SLT/SENCo Pupils are on track to make individual progress targets. Interventions are high quality and accelerate pupil progress.</p> <p><b>By May 2022</b> SENCo/Head - Staff received coaching from SENCo on access to learning and planning shows this is embedded. SENCo/Head- Diagnostic learning walks show pupils have strategies for being independent.</p> <p><b>By June 2022</b> Head -Guidance for trips revisited and risk assessments for individual pupils are in place for trips. Head-All pupils have access to school visits.</p> <p><b>By April 2022</b> SENCo Resources audited and staff use resources available and further training on ICT planned. Head – reviewed RE curriculum which includes diversity and understanding of different religions.</p>		
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<p><b>Improving Access to information</b></p> <p>1. Review information to pupils and parent/carers to ensure it is accessible.</p> <ul style="list-style-type: none"> <li>• Ensure staff are aware of dyslexia friendly guidance on creating accessible information</li> <li>• Marking and feedback is accessible for all learners</li> <li>• Review letters home to check reading age/plain English and alternative formats are offered</li> <li>• Statutory documents accessible and published on school website</li> </ul> <p>2. Annual reviews, transition meetings and school based plan review meetings use inclusive practice</p> <ul style="list-style-type: none"> <li>• Parents/carers/children are asked about access to information and accessible formats in all reviews</li> <li>• Approaches are adopted to meet the needs of the learners.</li> <li>• To ensure information and time given to the transition of nursery children into the early years classroom.</li> <li>• To allow time and information sharing of new children into the nursery environment.</li> </ul> <p>4. Homework is accessible to all pupils.</p> <ul style="list-style-type: none"> <li>• Policy includes reference to disability and inclusion.</li> </ul> <p>3. Produce accessible leaflet and increase support for parents of children with disabilities.</p> <ul style="list-style-type: none"> <li>• Work with parents to produce an accessible leaflet on SEN</li> <li>• Reintroducing the parent café for parents</li> <li>• Establish systems for sharing information for parents on SEN and disability issues</li> <li>• SEN information report is accessible to parents and reviewed at least annually with key stakeholders</li> </ul>	<p>Term 1 2021</p> <p>Term 2 2021</p> <p>Term 1 2021</p> <p>Term 1 2021-25</p> <p>Term 2 2021</p> <p>Term 4/6 2022</p> <p>Term 6 2022/23/2</p> <p>Term 1 2021</p> <p>Term 4 2022</p> <p>Term 2 2021</p> <p>Term 6 2022</p>	<p>SENCo/HT/SLT/</p> <p>School to school support EIP</p> <p>Coaching sessions/release time</p> <p>Built in leadership time PPM's</p> <p>Refreshments</p> <p>Marking and Feedback Policy</p> <p>Homework Policy</p>	<p><b>By July 2021</b> All stakeholders of nursery children involved in information sharing to enable smooth transition.</p> <p><b>By Oct 2021</b> SLT/SENCo Work books show pupils effective response to marking.</p> <p>Head Statutory documents on school website.</p> <p><b>By Dec 2021</b> SENCo/Head All information follows dyslexia friendly guidance. SLT Pupils are on track to make individual progress targets. Head/SENCo Homework is accessible and support pupil progress for all learners. SENCo/Staff - Review meetings include all stakeholders and access to information is discussed.</p> <p><b>By April 2022</b> SLT Pupils on track to meet individual progress targets. Plans are in place to improve accessibility of information to parents in 2021 Parents café arranged with 2 other schools by SENCO</p> <p><b>By July 2022</b> All stakeholders of nursery children involved in information sharing to enable smooth transition.</p>	<ul style="list-style-type: none"> <li>• See monitoring and evaluation schedule (appendix 1)</li> <li>• See pupil progress and attainment targets.</li> <li>• Head to report to Gov's</li> <li>• Track data to hold teachers to account through PPM's</li> <li>• SENCo to be held to account for the progress against targets every term.</li> <li>• Lesson observations demonstrate appropriate content, challenge and support for learners who receive inclusion support,</li> <li>• Planning and lesson observations demonstrate CPD has led to improved outcomes for learners.</li> <li>• SLT to review targets</li> <li>• SLT monitor impact</li> <li>• Parent voice/pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• Head to report to Gov's</li> <li>• Review targets</li> <li>• Identify future targets</li> <li>• Review related policies</li> <li>• Has it met expected impact?</li> <li>• Does it follow school policy?</li> <li>• Do policies need review?</li> <li>• Parent communication still needs to be improved with booked in meeting dates.</li> <li>• .</li> </ul>	

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