



**Newburgh**  
Primary School

# Accessibility Plan

## Change Notes

| <b>Date</b> | <b>Section</b> | <b>comments</b> |
|-------------|----------------|-----------------|
| March 2021  | New policy     | Written by NC   |
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# **Newburgh Primary School**

## **Accessibility Plan 2024**

### **Aims**

All 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. At Newburgh, we are committed to provide a safe and happy learning environment. At Newburgh we are committed to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their additional needs. We are committed to promoting a culture of inclusion, support and awareness within the school. All pupils and staff are valued community members who are encouraged to be considerate at all times, taking this ethos out into the wider community and throughout life.

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. The plan is supported by the following documents: Equality and Diversity Policy, Health & Safety Policy, Special Educational Needs and Disability Policy and the Behaviour Management Policy.

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.

### **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.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### Curriculum

| AIM  | CURRENT PRACTICE   | GOOD PRACTICE | OBJECTIVES  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE        | DATE TO COMPLETE ACTIONS BY  | SUCCESS CRITERIA  |
|--|--|---------------|---|---|---------------------------|--|---|
| Increase access to the curriculum for pupils with a disability | Our school offers a broad and balanced curriculum that aims to build on the successes of each individual.  |               | To include more examples of disabilities within our curriculum.   | Review of the curriculum to include aspects of disabilities as part of our equalities review.                                       | SLT                       | September 2025<br><br>Reviewed annually                              | Diversity and disability to be woven into the fabric of the curriculum. |
|  | Our provision ensures that we track progress for all children and use individualized targets to ensure accelerated progress for SEND children from their starting points |               | Regular monitoring of progress and attainment of this group of children will ensure we can determine efficiency and impact. | Termly monitoring of progress for all groups of children including children with disabilities.<br><br>Termly monitoring of targets. | SLT<br><br>Class teachers | Data analysed to show impact through regular Pupil Progress Meetings | Accelerated progress for children with disabilities.                    |

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|   | Develop an ethos of good quality-first teaching where individual children's next steps are met and the teacher plans for, assesses the needs of, and carefully implements intervention strategies to ensure progress for those children with additional needs. | Staff have been trained by the SENDCo in teaching first principles. Staff are developing interventions that use the cycle of assess, plan, do review. | Use a 6 weekly cycle to show the impact of intervention and develop further strategies with all staff to deliver these interventions. | SLT<br>Class teachers | September 2025<br>Reviewed annually  | Monitor the impact of interventions on children with disabilities. |
| Ensure disabled children can take part equally in lunchtime and after school activities | All clubs and lunchtime provision are differentiated to ensure all children can take part. We offer bespoke provision for those children who   | To provide more tailored support for those children with needs.   | Rainbow zone every lunch time supported by Pastoral / SEND staff (or SLT)   | Pastoral lead         | September 2025<br>On going<br>Daily support and provision and identified children reviewed as required | Monitor the impact on pupil welfare.                               |

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|  | require more support at break and lunchtimes. |  |  |  |  |  |
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## Accessibility

| AIM   | CURRENT PRACTICE  | GOOD PRACTICE | OBJECTIVES  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY   | SUCCESS CRITERIA   |
|---|---|---------------|---|---|--------------------|---|--|
| Improve and maintain access to the physical environment | All areas are enabling access for a child with a medical disability.<br><br>All areas safe, clear and dry for all children                |               | To provide good quality outdoor spaces that are safe for all children.                                | Ensure that areas are clear and dry to facilitate access for all children.                  | Caretaker          | September 2025<br><br>Ongoing<br><br>Half term external input and weekly maintenance in place | Areas are safe for children with disabilities.                                       |
|   | Corridors have been cleared of furniture and have clear floor policy.   |               | Ensure good corridor access   | Ensure pupil equipment does not block corridor  | All staff          | Maintained and any obstacles are cleared immediately  | Clear corridors to ensure all pupils are safe  |
|   | Emergency escape routes, all rooms have an outside door which means access out of the building is efficient for people with a disability. |               | Ensure that we review our Emergency Plan in light of any pupil or staff disability issue that arises. | Write an individual emergency plan PEEP for any member of staff, or pupil who requires one. | SLT                | As required or annually   | All staff or pupils with a disability should have an individual emergency plan PEEP. |



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| Maintain safety for visually impaired people | Each classroom keeps their equipment in drawers and cupboards to prevent trip hazards. Rooms are kept tidy and staff and pupils are encouraged to pick up belongings from the floor. | Ensure our classrooms and communal spaces are safe for visually impaired children.   | Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges<br><br>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate. | Caretaker  | July 2025<br><br>Ongoing and reviewed annually<br><br>QTVI supports and makes recommendations for specific children | School is better equipped for children and staff with visual impairments.               |
| Maintain safety for hearing impaired people. | Each classroom has quiet areas. Staff use a tone of voice that is clear and easily understood.   | Adaptations to areas where phonics is taught to ensure that the acoustics do not affect children who are hearing impaired. | Teachers in all year groups and areas to review teaching spaces for hearing impaired children.   | Class teachers<br><br>Teaching assistants<br><br>SLT | September 2025<br><br>Ongoing<br><br>Reviewed and areas used appropriate to teaching requirement                    | School is aware of how hearing affects children's ability to learn phonics and reading. |

## **4. 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 Governing Body.

## **5. 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
- Supporting pupils with medical conditions policy