
Accessibility Plan Newport School



Purpose of the Plan

The purpose of this plan is to show how Newport School intends, over time, to increase the accessibility of our school for disabled pupils. This plan has been drawn up in consultation with the pupils, parents, staff and governors of the school.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s Syndrome.

It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and local authorities against either current or prospective disabled pupils in their access to education. It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the **school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits);
- Improving the **environment of the school** to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education);
- Improving the delivery of **information which is provided in writing** for pupils who are disabled; this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils’ disabilities and the preferred format of pupils and parents to be made available within a reasonable timeframe.

Newport School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise potential barriers to learning and allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through activities such as surveys and parental discussions.

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

- School Curriculum
- Teaching and Learning Staff Handbook
- Health and Safety Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

- Equality Policy and action plan
- Positive Behaviour Policy
- Complaints Procedure

Whenever possible, access audits are undertaken by the local authority. Outcomes of these audits are reflected in the Accessibility Plan during review.

Contextual Information

The school is situated over three sites. The main school building is comprised of two double storied Victorian buildings joined by a link building which was built in 2007. The building has lift access and three disability accessible toilets. Wheelchair access is available in to the main school building. The Reception Class block on the main school site is a single storied building. It has wheelchair access although this is more limited than the main building. All areas of the playground are accessible to wheelchair users however the climbing frame area may have restricted access for some pupils unless accompanied by an adult.

The school's Nursery is housed in a purpose built single storied building. The indoor and outdoor environment is accessible and has an accessible toilet facility.

Sidmouth environmental site is comprised of a mobile classroom and wildlife area. Access to this site may be restricted for some pupils unless accompanied by an adult. Toilet facilities are limited on site however the accessible toilet in the Nursery building is appropriate for wheelchair users accessing the Sidmouth site.

At present the school does not have any pupils, parents or staff who are wheelchair users however on occasion pupils attend using auxiliary aides such as crutches.

The Current Range of Disabilities within Newport School

The school has pupils with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school seeks assessment, support and guidance from the relevant professionals and parents. A number of pupils have asthma; class teachers are aware of these pupils. Inhalers are stored in the medical room and are always taken on out of school visits. A record of use is noted.

A number of staff hold First Aid at Work or Paediatric First Aid certificates. All medication is stored securely in a central location, easily accessible to the appropriate staff members. Consent forms are completed by parents/carers to allow administration of prescribed medication. All administered medication is recorded. Individual Medical Care Plans are completed for pupils with significant or specific need.

Monitoring the Plan

The plan will be monitored through the committees of the governing body (as appropriate). The plan will be fully reviewed in a three year cycle.

Newport School Accessibility Plan 2017-2020

Improving Access to the Curriculum

Summary of Progress in last three years				
<ul style="list-style-type: none"> ▪ Visual timetables widely used across the school ▪ Some teachers and HLTAs trained in ASD ▪ Care plans completed for pupils with specific needs focusing on improving curriculum access 				
Targets	Strategies	Outcome	Timeframe	Review/Evaluation
Increase confidence of all staff in differentiating the curriculum	<p>Identify staff training needs through the Appraisal process</p> <p>Provide training tutorials on specific aspects of SEN and disability</p>	Staff report increased confidence and capability in the provision of learning programmes for all pupils	Ongoing annually	
To ensure that PE lessons and sporting opportunities are appropriately differentiated to ensure accessibility for all pupils	<p>Review PE curriculum with specialist coaches</p> <p>Ensure training is completed as necessary</p> <p>Individual plans created for specific pupils to enable access</p>	All pupils can access the PE curriculum and participate to the fullest extent possible	annually	
To ensure that educational visits are accessible for all pupils.	<p>Planning and risk assessments to include consideration of accessibility.</p> <p>Individual provision planned as required.</p>	All pupils able to participate meaningfully in educational visits.	annually	
To ensure that children can access additional needs profiles (SEN)	Child friendly format and language of profile document	Children feel fully included in the process of reviewing their progress and setting goals	termly	

Improving Access to the Physical Environment

Summary of Progress in last three years

- Purchase of an EVAC chair
- Sensor flushes installed on nursery and reception class toilets
- Portable ramps for internal doorways

Targets	Strategies	Outcome	Timeframe	Review/Evaluation
To be aware of the access needs of disabled children, staff, governors and parents/carers	Create access plans for individual disabled children as part of the IEP/ Individual Health Care Plan process. Ensure staff and governors can access areas of school used for meetings Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Pupils, parents, staff and governors are confident that their needs are met	Ongoing	
To ensure the school is informed about the needs/changes in needs of pupils and parents	Termly reminders to parents to inform the school about any access issues they experience	School is informed and can take action in a timely fashion	Termly	
To ensure classroom layout enables accessibility for all pupils	Review classroom layout for flow and ease of entry/exit	Classrooms are orderly, have clear movement flow and space for pupils.	Termly	
To ensure accessibility of nursery premises for adults with disabilities	support provided for any adults who unable to open the outer nursery gate	Children remain safe as they are unable to open the large gate but adults are able to enter/exit easily.	Daily	

Improving Access to Written Information

Summary of Progress in last three years

- Sharing Assemblies used as vehicle to inform parents/carers about pupil progress and learning programmes
- Email communication system established to improve lines of communication
- Federation coffee mornings held with focus on navigating website and locating information
- Translate tool available on school website

Targets	Strategies	Outcome	Timeframe	Review/Evaluation
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary e.g. large print, email, support from relevant staff members/EIP, Cyber cafe	Written information will be provided in alternative formats as necessary	Ongoing	
To ensure that parents who are unable to attend school, because of a disability are able to access parent's evenings.	Staff to hold parents evenings by phone or send home written information	Parents are able to access information about pupil progress	Ongoing	
To ensure that parents and pupils are able to interpret written information	Letters and school documentation written in plain English, avoiding jargon wherever possible.	Misunderstanding and miscommunication is minimised.	Ongoing	
To ensure that information on the school website is clear and easy to navigate	Review of the school website and location of documents and specific information. Remove any outdated material to avoid confusion at point of use.	Misunderstanding and miscommunication is minimised. All stakeholders and interested parties are able to locate information quickly and easily	Ongoing	

