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## **Context**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Reference of this plan will be made available in the following areas

- The School Prospectus
- Staff Handbook
- The School complaints procedure
- The School website.

The Accessibility Plan will be monitored through the Governor Finance & Standards Committee and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- Common Curriculum Policy.
- School Evaluation and Development Plans.
- Health & Safety Policy
- Behaviour Management Policy
- School Prospectus.

## **Definition of Disability (Equality Act 2010)**

“A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day to day activities...”

## **Introduction**

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school’s ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in the Local Authority Audit (2002). ‘Disability Cornwall’ have recently been (September 2013) commissioned to conduct a full Audit. The results of this Audit will be included in the plan and represented to Governors for approval. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.

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 and Trust 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.

The 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.

Newlyn is a school with a genuine sense of community and a strong team spirit built upon mutual trust, respect and support.

A commitment to maintain and develop this is at the heart of our school ethos. We set high expectations for all members of the school community in terms of academic, personal and social development. The School believes that the professional development of all staff is a prerequisite to improving the quality of learning for our children and are therefore strongly committed to it.

We aim to ensure that high expectations, **equality**, fairness and a sense of community are the hallmarks of our school both now and in the future.

## **Methodology**

This plan will seek to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of 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 school 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. The School vision, aims and ethos demonstrates a clear direct approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The plan has considered improved 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. Priorities will include: Improve the entrance and office area to allow for full wheelchair access; Review the allocation, availability and state of repair of disabled car parking bays on site; Improve Governor awareness of the provisions under the Equality Act (2010); Consider making relevant switches, alarm buttons and door handles at wheelchair height; Consider the provision of induction loops in the reception area; Improve housekeeping in all public areas; Ensure school material is displayed in a number of formats.

Finally this plan will demonstrate where delivery of **written information** to pupils, staff, parents and visitors with disabilities could be improved; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

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.

**Review and Evaluation**

This plan has the status of a policy of the Governing Body and will be reviewed annually in accordance with the *Handbook of Governance*. Date of next review September 2016.

It is monitored and evaluated by the Head teacher and Chair of Governors who reports on progress made to the Finance & Standards Committee of the Governing Body.

## Improving the Curriculum Access.

Target	Strategy	Outcome	Timeframe
To ensure teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	Staff training requirements identified and planned.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Continuous
To ensure that all staff are knowledgeable about the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified and planned.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Continuous
To ensure the classrooms are organised to promote participation and independence of all pupils.	Monitoring of project based learning environments.	Classroom resources are clearly labelled and easily accessed.	Continuous
Training for Governors to raise awareness of disability issues.	Provide training for governors.	Whole school community aware of issues relating to access.	Continuous
To deploy teaching assistants effectively to support pupils' participation.	Review needs of pupils within each class and ensure that staff skills are matched to pupil needs.	All children participate fully in school activities.	Summer term for September arrangements but also reviewed regularly.

## Improving the Physical Access.

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

Target	Strategy	Outcome	Timeframe
To ensure that the layout of all areas of the school inside and out, allow access for all pupils.	Regular health and safety learning walks.	All children can access all areas of the school safely and areas of concern are identified.	Ongoing
To ensure there are handrails on the stairs and outside paths.	Handrails installed on all slopes and stairs.	All children can move safely on stairs and paths.	Ongoing
To ensure parking arrangements are safe and clear.	The disabled spaces are monitored for accessibility. Regular newsletter reminders to parents and visitors.	Blue badge holders are able to park in the disabled bays safely.	Ongoing

## Improving the delivery of written information

Target	Strategy	Outcome	Timeframe
To ensure the availability of written material in alternative formats.	The school will ensure it is aware of the services available through the LA for converting information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes eg use of symbols, large print, coloured paper.	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Ongoing
Raise the awareness of adults working at the school on the importance of using a range of communication systems according to individual need.	Ongoing Performance Management arrangements Training on a range of issues such as Makaton and speech and language.  Other training as required eg teacher of the deaf	Awareness of target group raised	Ongoing