

Newbottle and Charlton C.E.V.A. Primary School	
<i>'Let all that you do be done in love'; Every Person Matters, Every Moment Counts</i>	
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Headteacher: Mr Peter Smith	Chair of Governors: Mr Chris Coopman

ACCESSIBILITY PLAN

Statutory

Adopted by the Resources Committee on [Date]: <i>(As delegated by the FGB)</i>	
Reviewed by:	Resources Committee
Date of committee review:	October 2024 20 October 2021 16 October 2018 (28 June 2016) (5 July 2013)
Chair of Governors Signature:	
Date of next review:	October 2027



NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL ACCESSIBILITY PLAN

At Newbottle and Charlton CEVA Primary School, we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Aims

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.

Legislations 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 attached plan will be reviewed and revised by the Governing Body annually. It should be read alongside the school's Equality Duty objectives.

School Audit

An audit and review will be conducted every 3 years and updated as necessary by the Inclusion Lead, Head Teacher and governors.

Curriculum:

- Data is obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Established and effective procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Adapted curriculum and reasonable adjustments made to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, emotional literacy, coordination, literacy and numeracy;
- Special considerations for pupils taking part in tests- access arrangements applied for when needed;
- Strong links with outside support agencies and professionals;
- Rigorous tracking systems used to identify pupils not making progress;
- Effective use of Assessment for Learning enabling teachers to quickly identify pupils not making progress in lessons.
- Consideration of children's needs and individual adjustments/provision

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Smooth, flat surfaces to school entrances;
- Banisters are in place for pupils to hold onto when entering and exiting the school hall.

- Classrooms are spacious and well lit with plenty of natural light;
- Outdoor environment is flat with no significant sloping;
- School playground can be accessed without using stairs or steps;
- Disabled toilet is easily accessed from all areas of the school;
- Annual evaluation of the school site for accessibility by the Resources Committee takes place.

Information Sharing:

- The Head teacher, the class teacher and Inclusion will have a meeting to discuss all children at least three times a year where progress and provision are reviewed.
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- Progress of pupils with disabilities is tracked and interventions put in place if progress is not being made. This is shared with parents.
- Children with SEND have an individual Learning Plan which outlines their strengths, needs and provision and targets. These are shared and reviewed with staff and parents 3 times a year.

School context

The Current Range of Disabilities within Newbottle and Charlton CEVA Primary School:

- The school has children with a limited range of disabilities, which include Autistic Spectrum Disorder, ADHD, moderate and specific learning difficulties and life-long medical needs.
- When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.
- We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.
- If some children have allergies or food intolerances, then these children are identified and any EpiPens or medication are stored in class or the office.
- All medical information is collated and available to staff, in classroom first aid bag and the school office.
- We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

- All prescribed medication is kept in a medical fridge in the office, which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness, including the amount and time of medication. All medication that is given is recorded.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- The full plan is available in a variety of formats, e.g. large print;
- On the school website

Senior Member of Staff Responsible: Inclusion Lead and Headteacher

Governor Responsible: Health and Safety Governor

ACTION PLAN 2024-27				
1. Increase the extent to which disabled pupils can participate in the curriculum				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Appropriate use of specialised equipment to benefit individual pupils and staff	<ul style="list-style-type: none"> • Ipads/laptops available to support children with difficulties, including Clicker 8 software and voice recorders • Sloping boards for children with physical disabilities • Coloured overlays or coloured paper for children with visual difficulties or dyslexia • Use of wobble cushions, chair bands, weighted objects, pencil grips, fidget toys, chew toys etc • Monitor and observe use of equipment • Use of visual aids 	On-going when needed	Inclusion lead, Class teachers	Children with SEND have appropriate equipment and resources which supports learning and needs and removes barriers to learning
To develop use of early identification and diagnostics tools to identify special education needed for a pupil in order to plan appropriate provision to meet needs	<ul style="list-style-type: none"> • Develop the use of West Northants SEND Ranges document to support early identification, level of need and support provision and strategies (shared with staff) • Complete assessments/observations and records to support referrals to relevant professionals • Develop the use of the school's new assessment and tracking system to track progress and provide evidence of any needs • Train staff on appropriate interventions and how to adapt curriculum to meet individual children's needs. • Purchase and train relevant staff regarding assessment tool for diagnosis tool, including Lexplore, IDL, Sandwell Maths and Speech 	Autumn 2024	Inclusion lead, class teachers	<p>West Northants SEND Ranges are used by staff and other professionals as an early identification tool</p> <p>Assessments are carried out regularly to monitor progress- communicated in pupil progress meetings</p> <p>Insight assessment system used effectively</p>

Training for staff on adaptive teaching and increasing access to the curriculum for all learners and removing potential barriers	<ul style="list-style-type: none"> • Planning and teaching to be based on the EEF 'Five a day' principle- high quality teaching: <ol style="list-style-type: none"> 1. Explicit instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible grouping 5. Using technology • Continue to develop adaptive teaching strategies and practice to engage, support and challenge all learners • Support staff with any specific training needs identified 	Autumn 2024-ongoing	HT, Inclusion lead	<p>Staff are confident in their teaching practice- high quality teaching throughout the school</p> <p>Scaffolding used effectively to ensure all learners are able to access learning, achieve and avoid cognitive overload</p>
Continue to develop effective communications with other settings and professionals (including Alternative Provision) to provide a quality transition and provision	<ul style="list-style-type: none"> • Inclusion lead, EYFS lead and class teachers to arrange transition meetings with other settings (both preschool and secondary)- communicate any additional needs early • Regular communication with EHCP teams, attendance officers and Alternative provision to support those with highest level of need • Inclusion Lead to attend network meetings and have regular communication with professionals, including Educational Psychologist service to ensure assessments/ reviews, are carried out as needed 	<p>Key points in year- summer term (and when needed)</p> <p>On-going when needed</p>	Inclusion lead, EYFS lead, class teachers	<p>Positive transition for all children</p> <p>Teachers know their children well- aware of needs and provision</p>
Appropriate use of intervention and their success and impact	<ul style="list-style-type: none"> • Consult with other professionals (arrange training where necessary) regarding interventions and reasonable adjustments for 	On-going when needed	HT, Inclusion Lead	Quality interventions are regularly carried out

on progress	<p>individual pupils to support learning and development, particularly for those with an EHCP</p> <ul style="list-style-type: none"> • Map and track intervention success on Insight each term- review with Headteacher, Inclusion lead, teachers, teaching assistants 3x a year • Plan some interventions across classes to give children more opportunities to attend (particularly pastoral) • Improve sensory interventions and develop use of interoception curriculum for all and key groups/individuals 	<p>Termly (Dec, April, July)</p> <p>Autumn 2024</p>		<p>Progress made by all children- small steps tracked</p> <p>Children are able to achieve their potential</p>
<p>2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p>				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Maintain safe access round the interior and exterior of the school	<ul style="list-style-type: none"> • Ensure all areas remain safe and clear to ensure all children and staff are safe and walkways and other areas are clear • Install/update internal doors as needed within school, including finger guards • Look into increasing security of school site (fences/gates) • Continue to monitor car parking on the road and in car park (keeping access and disabled bay clear) 	On-going when needed	HT, Office, all staff	There is safe access throughout school for all children, families and visitors
Maintain safe car parking spaces for all	<ul style="list-style-type: none"> • Remark/paint disabled parking bay (monitor access and keeping it clear) • Ensure clear signage for car park 	Spring 2025	HT, Office	
Ensure access for all SEND children at After school clubs and extended day and	<ul style="list-style-type: none"> • Opportunities available to all children- reasonable adjustments or additional adults put in place to enable children with SEND to attend if they would like to 	On-going when needed	Inclusion Lead Club leaders	Increased access of SEND children at clubs

reasonable adjustments are made to enable participation	<ul style="list-style-type: none"> • Risk assessments carried out if needed • Inclusion to lead to annually audit number of SEND children attending clubs 			
Make effective use of safe spaces around the school to support all children, including those with SEND	<ul style="list-style-type: none"> • Each class to have a safe space (beanbag) accessible to all children when needed • Treehouse room to be used for pastoral interventions to support children • Individuals to have dedicated safe spaces where necessary as outlined in EHCP/ Learning plans 	Autumn 2024 On-going when needed	HT, Inclusion Lead, ELSA	All children feel safe and are able to use safe spaces within school to regulate
Evaluate/plan day and residential trips in light of children's needs	<ul style="list-style-type: none"> • Ensure all children are included in risk assessments for trips and appropriate support/ adults are put in place so children are able to access trip as fully as possible • Pre visits carried out where necessary 	On-going when needed	HT, Inclusion lead	All children are able to access all trips during their time at NBC
3. Improve the availability of accessible information to disabled pupils and families				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Respond to the needs of the pupils, parents, carers, staff and visitors by ensuring information is available in relevant formats	<ul style="list-style-type: none"> • When required the school will ensure their will be alternative formats for information including: <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representation • Alternative languages 	On-going when needed	HT, Office Inclusion lead Class teacher	Pupils, parents, carers, staff and visitors have access to information in a format that meets their needs
Review documentation and website to check accessibility for all stakeholders	<ul style="list-style-type: none"> • Ensure documents are accessible to everyone using commonly known vocabulary • Office to be aware of parents/governors who may need support in accessing materials and assisting with this 	Autumn 2024	HT, Office Inclusion lead Class teacher	All stakeholders are able to access key information