



Accessibility Plan 2024

Adopted by the Local Governing Bodies of
New Road Primary and Nursery School and
Park Lane Primary and Nursery School
on 18th/19th March 2024

Policy reference:

This policy is to be reviewed:

Annually

The next review date is:

March 2025

Review is the responsibility of:

The Local Governing Bodies of New
Road Primary and Nursery School and
Park Lane Primary and Nursery School

Review History

Review ratified:

18th March 2024 (New Road)
19th March 2024 (Park Lane)

Review ratified:

Review ratified:

Authorised by:

Revisions made:

[illegible]

Accessibility Plan 2024

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA).

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. School leaders for the day to day implementation of the Accessibility Plan.

The Accessibility Plan will be reported upon annually at the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

We are committed to providing an environment that enables full access to the curriculum, facilities and information 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 reinforcing our culture of inclusion, support and awareness within the school.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by New Road Primary School and Park Lane Primary School and Nursery.

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The Equality Act (2010) definition is broad and includes a wide range of impairment, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the individual's ability to carry out normal day-to-day activities is substantial and long-term.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support Aspire Learning Trust's Equality Objectives, and will be published on the school website.

The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the curriculum, the physical environment, and information:

Curriculum

Ensure access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; 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.

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Individual pupil provision reviews (SENCO)
- Feedback and input from parents and external agencies
- Governor visits

Objectives for improvement 2024

- The SENCo, Phase Leaders and Governors will monitor termly the performance of groups of pupils including those with disabilities to ensure that they make appropriate progress.
- The SENCo, Phase Leaders and Governors will monitor half termly the attendance of groups of pupils including those with disabilities.
- Senior Leaders will ensure the needs and views of pupils with disabilities are represented on the school council
- The SENCo will ensure that all staff are aware of current practice (including support staff) to ensure the needs of all pupils are met effectively.
- Governors and senior leaders will ensure this Accessibility Plan and the school site is reviewed annually.
- The SENCO will audit staff training and provision of auxiliary aids.

Physical Access

Maintain access to the physical environment of the school to include full access to all areas of the school used by pupils and their families; and where feasible to provide access to other users of the school site.

Process for identifying barriers

- Monitoring of site accessibility by senior leaders and the site manager
- Feedback and input from parents and external agencies
- Governor visits