



# **Newbridge Primary School**

## **Disability Equality Scheme and Accessibility Strategy**

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## Introduction

This policy promotes equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and prepares and publishes a disability equality scheme to show how they will meet these duties.

This Policy and the accompanying Accessibility Strategy should be read in conjunction with one another and set out how the governing body and school will promote equality of opportunity for people with disabilities.

The policy accords with the Equality Act 2010.

The governing body plans to ensure access to education for pupils with disabilities in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

We also make reference in this policy to Special Educational Needs and Disability (SEND)

## School Values

- At Newbridge Primary School we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school.
- We will know and value each child and look for the best in them
- We will value and respect every member of the school community and everyone will be encouraged to take responsibility, to make a contribution and to achieve their full potential
- The core values of integrity, courtesy, trust and care will suffuse every aspect of school life and all will be expected to treat others as they would wish to be treated
- We will be an open, welcoming and responsive school with clear lines of appropriate communication
- We will have high expectations of ourselves and each other
- The school will be at the heart of the local community

The purpose of the policy is to:

- Ensure equality of opportunity for children with disabilities such that no child suffers any discrimination that is unlawful under the Equality Act 2010
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by children and parents with disabilities in school life
- Through the action plan take steps to meet disabled people's needs, even if this requires more favourable treatment.

## **Equality of Opportunity for all: the School Curriculum**

Where possible pupils with disabilities are fully involved in the normal school curriculum, this includes access to PE and practical subjects for most disabled pupils. Where necessary the teachers will modify teaching and learning as appropriate.

Advice will also be sought as necessary from external agencies such as The Sensory Support Service for pupils affected by visual and hearing impairment, School Nurse , Occupational Therapy and Speech and Language Therapy

Participation in SAT's is supported and appropriate Access Arrangements requested in line with guidance to maximise access and achievement.

## **The School Physical Environment**

The school will ensure the physical environment is as accessible for all children, parents and carers. Or will take steps to make reasonable adjustments to make sure that children, parents and carers can access all school services.

The school has numerous steps and thresholds within the school and at present is not fully accessible for pupils or parents.

## **Extra-Curricular and Social Activities**

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in many of these activities of their choice.

Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the schools Educational Visits Policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

## **Preventing Discrimination**

As outlined in the school ethos we are fully committed to preventing discrimination and removing any barriers to learning

## **Preventing Harassment**

The school through its pastoral care provides extensive support to pupils and any incidents of Bullying and harassment are dealt with the school Behaviour and Anti-Bullying Policy.

## **Role of Governors**

The Governing Body collects, analyses and evaluates a range of data including attainment, attendance, exclusions and includes parent and staff questionnaires. This is to ensure that no group of pupils is underachieving.

They welcome all applications to join the school regardless of disability and will take all reasonable steps to ensure the environment can accommodate any disabilities.

### **Role of the Headteacher**

It is the Headteacher's role to implement the policy and is supported by the governing body:

- To ensure that all staff are aware of the school policy on disability equality and that teachers apply the guidelines fairly
- That all appointment panels give due regard to this policy
- To promote disability equality in the curriculum and wider school ethos
- To collect data of children with disabilities and, where appropriate, parents and staff and ensure all data kept confidential and only used for planning purposes
- To monitor resources to meet any additional needs of pupil with disabilities

### **Role of the Class Teacher**

- To ensure all Pupils are treated fairly and equally
- To ensure where necessary that the teaching and/or curriculum is modified and children have appropriate support
- To ensure that any appropriate aids are requested

### **Role of all Staff**

- To ensure that all pupils, parents and carers with a disability are treated fairly and respectfully.

### **Monitoring and review**

It is the responsibilities of the Governors to monitor the effectiveness of the policy: They will:

- Monitor the progress of children with disabilities via the Curriculum committee
- Review the Accesibility Action Plan on a regular basis. This will be a report via Premises at FGB
- Ensure that any policy when revised consider the impact on pupils, parents/carers with disabilities

Monitor staff appointments to ensure that no one is discriminated against

## Consultation, Implementation and Review

The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

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People who have contributed to this plan

Name	Role
Gill Kennaugh	Headteacher
Parents' Forum for SEND*	Parent*
Eric Lucas	SEND governor
Alex Bacon	SENDCo
Pupils	Pupils, including those with SEND

**\* Due to the current COVID-19 restrictions, the vast majority of parents were not entering the school site. Views were sought from members of staff who are also parents. The Parent's Forum for SEND is due to be re-launched in the Summer Term of 2022.**

### Accessibility Strategy - Contextual information

The school is a split site built in the 1950s, with what was originally a separate infant school and junior school. There is an administrative block built in 2007 following the school merger. There is a disabled toilet in the new Administrative Block.

# Newbridge Primary School

## Accessibility Strategy: Action Plan



### 1. Accessibility Strategy Action Plan - Environment

#### Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

	Priority	Action	Responsible Person	Timescale	Outcome
1.1	To ensure that ramps are in place around the school premises to allow access to any areas that require them.	<p>There is ramp access into the Upper School building. This will be reviewed regularly for any maintenance issues.</p> <p>There is ramp access – via the school kitchen into the lower school</p> <p>Classrooms in the Lower School have ramp access via at least one entrance</p> <p>There is a classroom in the Upper School that can be entered without going up or down stairs.</p> <p>In the event of a pupil or member of staff who is a wheel chair user joining the school, fire exits from some</p>	Headteacher; Governing Body	Daily checks by Site Manager and member of Safeguarding Team	<p>Ramps will be well maintained and in place.</p> <p>Alterations will be made as necessary to fire exits from classrooms</p>

		classrooms would need to be made more accessible (the school currently has use of a portable ramp that can be positioned for occasional visits			
1.2	To ensure that the disabled lavatory is kept clear to allow ease of access.	Staff and cleaners will keep the disabled lavatory clear inside and ensure that the entrance is not blocked at any time either inside or outside. Daily check by a DSL. The lavatory will be accessible at all time	Headteacher; Governing Body	Daily checks by Site Manager, Office Team Members and member of Safeguarding Team	The lavatory will be accessible at all time

## 2. Accessibility Strategy Action Plan - Curriculum

### Increasing access to the curriculum

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 and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person	Timescale	Outcome
2.1	Reduce possible experience of bullying related to SEND pupils in Newbridge Primary school	Establish and monitor a means of recording bullying incidents relating to SEND in schools. Monitor bullying reports.  All staff will be encouraged to complete the Anti-Bullying Alliance's free online training modules relating to SEND, available at this web address:	Alex Bacon SENDCo	Monitored termly by SENDCo.. Full review to be undertaken 3 yearly and yearly check undertaken by SENDCo and link governor	Baseline for number of SEND bullying incidents is established. Incidents reduced/eliminated over the duration of this action plan.  School will have a clear anti-bullying policy and practices that include and are responsive to SEND issues.

		<a href="http://www.anti-bullyingalliance.org.uk/onlinetraining">http://www.anti-bullyingalliance.org.uk/onlinetraining</a> The school will review its anti-bullying policy and procedures in order to include SEND issues.			
2.2	To ensure that the curriculum is accessible for all children who have SEND.	To use an appropriate equipment/technology for children with a hearing impairment to enable them to fully access the curriculum. To ensure work is enlarged as needed for children with a visual impairment. To ensure that all necessary access arrangements are in place during testing for children with SEND needs To ensure Curriculum/Opportunities for learning is personalised to their needs	Alex Bacon, SENDCo & all class teachers.	Ongoing	All children with SEND will be able to access the full curriculum through reasonable adjustments and identified resources

### 3. Accessibility Strategy Action Plan - Information

#### Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person	Timescale	Outcome
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability in each local school.	School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request.	Alex Bacon, SENDCo	To be updated yearly.	The SEND Information Report will be updated yearly and the most current copy is published on the school website. Parents will be invited to co-produce this document.



		Ensure that any communication intended for a wide audience is written in plain English following guidance: <a href="http://www.plainenglish.co.uk/free-guides.html">http://www.plainenglish.co.uk/free-guides.html</a>			
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