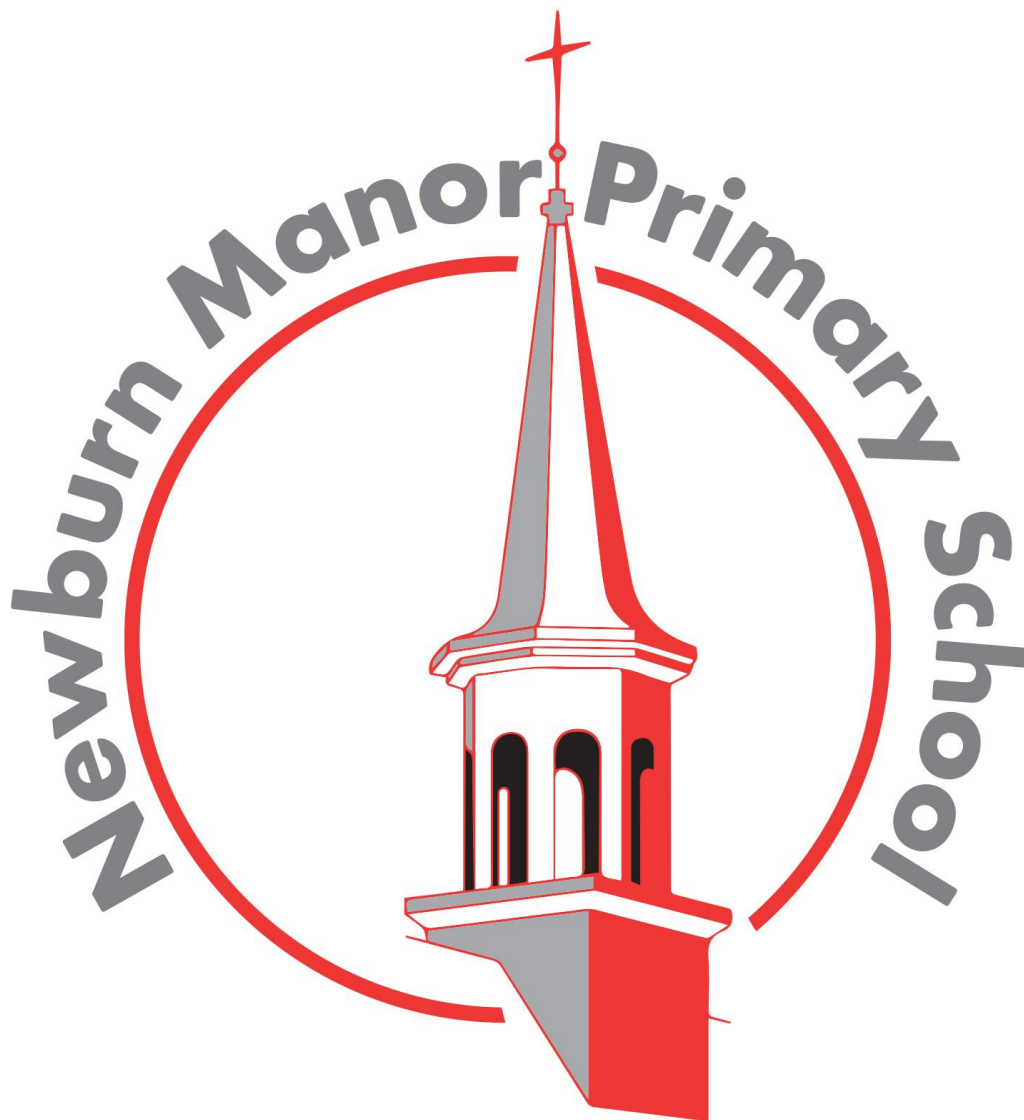


Newburn Manor Primary School

Accessibility Plan 2025-2028



Introduction

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines under the Equality Act 2010 and the SEND Code of Practice 2014.

Newburn Manor Primary recognises its duty;

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take responsible steps to avoid putting disabled pupils at substantial disadvantage
- To publish 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 for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Vision and values

At Newburn Manor Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their very best regardless of their education, 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 that we provide.

We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities and we have a member of the Senior Management Team with the responsibility for inclusion.

Legislation

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Information

We have on average 20% of pupils with special educational needs. Needs vary and can include difficulties such as speech and language, specific learning difficulties like dyslexia, motor coordination difficulties, ASD (Autism Spectrum Disorder), hearing or visual impairment, social, emotional and mental health difficulties and moderate learning difficulties. We regularly liaise with a variety of professionals to ensure the best possible education, within our power, for these pupils.

We also have pupils with medical needs who require medication and emergency medication to mitigate allergic reactions. Healthcare plans are in place for these pupils and staff have received the appropriate training to monitor medication and administer an Auto Immune Injector if required in an emergency. To enable children to control other medical conditions we have members of staff assigned to support these children at key times during the day, including at lunchtime. Parents and staff work together to produce care plans in consultation with specialist health professionals.

The current site also includes the development of an outdoor / Forest Schools area that is being designed to meet the needs of pupils associated with school – this includes development of stepped areas, seating and accessible pathways.

School Procedures

School liaises closely with intake pre-school settings to share information on any health or physical impairment issues. Parents' complete a health care plan and information is shared with class teachers. If a child has a specific health need, such as an allergy, their photograph is displayed in the staff room and school kitchen. Relevant information is shared with teaching staff, support staff, kitchen staff and lunchtime supervisors. When children enter school with specific disabilities the school immediately contacts the LA professionals for assessment, support and guidance for the school and parents. Information is transferred during transition to different year groups or to other schools. There are 5 TA's who are First Aiders who hold full First Aid certificates. 2 TA's also hold a Paediatric First Aid certificate. Some medication is kept in a safe and secure place which is accessible by First Aiders and staff members responsible for medicines. All children who require inhalers or medication that can be self-administered have yellow bags in the school office that is available at all times.

See our Medical Needs section of our SEND Policy and our Who's Who page for further details:
<https://www.onetrustacademies.org.uk/attachments/download.asp?file=168&type=pdf>
<https://newburnmanorprimary.secure-primariesite.net/whos-who/>

Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at Newburn Manor Primary School:

- Quality first teaching and good SEN support from trained TAs
- Comprehensive tracking systems and data analysis
- Excellent procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA.
- Strong links with outside agencies
- Teaching included a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider needs of disabled pupils when planning educational visits and check accessibility of all venues.

Physical Environment:

The school has a ramp for physical access to the rear of the school into the year 6 classroom, as the playground door into the building is accessed by steps. There is wheelchair access through all other doors into the building i.e. main entrance and two side doors. There is a disabled toilet situated next to the Head Teachers office. Fire and wheel chair friendly doors are installed throughout the main corridor and into the classrooms

The following good practice is in place at Newburn Manor Primary School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with disability needs, if required.
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SLT and governors responsible for finance and premises.

Information:

The school makes good use of the skills of external agencies to support 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.

The following good practice is in place at Newburn Manor Primary School:

- Translators are bought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and is reviewed when pupils with additional specific needs enroll at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- Monitoring feedback re: the provision for the children
- Data tracking
- Attendance data
- SEN Support / EHCP reviews
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

Publication of the plan

The plan will be available on request from the school and published on the school website.

Term	Targets	Strategies	Outcome	Timeframe	Goals achieved
Curriculum	Ensure access to the curriculum for pupils with a disability or specific medical condition	Offer a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Training for specific staff including medical needs. Use resources tailored to the needs of pupils who require support to access the curriculum.	Staff are effectively trained as needs arise. Children with specific medical conditions or disability make progress in line with their peers.	Ongoing	Curriculum access for all
Curriculum	Ensure that all groups of pupils including those with SEN and/or disabilities make good progress across the curriculum	Monitor the progress and attainment of all pupils.	Children continue to be featured in pupil progress reviews. SEN reviews with SENCo	Ongoing	All children will make progress in their learning.
Curriculum	Further enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need. through the school's own ACORNS programme	School offer one to one and small group sessions to support a child's identified social and emotional learning targets	Support children with their emotional health, wellbeing and social skills to allow them to enjoy life and learn alongside the school national curriculum offer.	Ongoing	Pupils can set goals, manage stress and organise their school work. Pupils use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential.

Term	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Curriculum	To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	Inclusion of all children in all activities and events.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On going	Evidence of equal involvement of disabled. Access for all pupils to curriculum enrichment.
Curriculum	Adaptations to the curriculum to meet the needs of individual learners	Bespoke curriculum support Individual SALT programmes Specialist access arrangements for national tests and assessments	Needs of all learners met and enabling positive outcomes for all.	On going	Progress of learners in line with peers
Information	Ensure the school has clear and understandable communication channels for pupils and parents/carers	To ensure all written communication is as clear as it can be for all groups of children/families.	Provide clear written information using a large font and visuals where possible. Use school website, text messaging and e-mails for communication.	Ongoing	All information is communicated effectively.
Information	To ensure smooth transition between year groups/schools/providers	Meet with other providers before transfer/transition.	All necessary arrangements, equipment and extra provision files are in place before transfer.	Ongoing	All information is communicated effectively. All children will be effectively supported during transition.

Term	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Information	To provide translated information for the growing number of EAL families across the school	Parent appointments and school information to be translated using the purchased language specialist provision	Use of translation service for end of year reports, parent consultations and where necessary.	When required plus autumn and spring parents' consultations and end of year academic reports	Information shared with EAL families effectively and accurately
Physical Environment	To continue to ensure equal access for pupils/parents with specific physical needs	Act upon any findings from Health and Safety Inspection relating to access to exit from building.	Pupils/parents have equal safe access to/from the school building.	Ongoing	Evidence of equal involvement of disabled
Physical Environment	To have a school building in place which meets needs of all those associated with site.	To capitalise on funding streaming and available grants for planning for school site and building	Quality of provision will continue to improve for all pupils.	On going	To have a school building in place which meets needs of all those associated with site.