



## ACCESSIBILITY PLAN

### Newton Solney C of E (VA) Infant School

'I can do all things through God, who gives me strength'

Philippians 4:13

1. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
2. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".
3. According to the Equality Act 2010 a person has a disability if:
  - (a) He or she has a physical or mental impairment, and
  - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
4. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
5. Newton Solney School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
  - 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. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. 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 time frame.
6. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
7. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
8. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- The school vision
  - Curriculum
  - Equal Opportunities
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Needs
  - Behaviour Management
  - School Improvement Plan

9. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
10. The Plan will be monitored through the Teaching and Learning and shared with the full board of Governors.
11. The school will work in partnership with the local education authority and Diocesan Authority in developing and implementing this plan.
12. The plan is available in written format on request to the school.

<b>Document Owner:</b>	<b>Newton Solney CofE (VA) Infant School</b>	<b>Approved By:</b>	<b>Full Governing Body</b>
		<b>Minute Number:</b>	300
		<b>Next Review:</b>	<b>Feb 2027</b>
<b>Signed by Chair of Governors</b>	<i>Taide Meyrick</i>	<b>Signed By Headteacher:</b>	<i>Davinia Gamble</i>

## Newton Solney Infant School Accessibility Plan 2026 - 2029

### Improving the Physical Access at Newton Solney School

<u>Item</u>	<u>Activity</u>	<u>Timescale</u>
Pathways into and around the school to be well maintained and free of hazards e.g. leaves.	Ensure gardeners come regularly and cut back hedges near pathway. Ensure autumn leaves are swept up in car park and on paths.	Every year
Accessible toilet	To provide one unisex accessible toilet	Long Term for school as no room to expand present toilets. Pre-school now have an accessible toilet which can be used.
Keep corridors and routes through classrooms clear from obstructions.	Staff and cleaner in charge to regularly check pathways in school.	On going. Responsibility of all staff.

### **IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

*This includes improvements to the physical environment of the school and physical aids to access education.*

We have a purpose built school to meet the needs of all pupils. It was built in 1860 with more recent modifications. Therefore the original building is old and cannot be updated e.g. accessible toilet.

Provision, in exceptional cases, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range.

We will constantly keep under review resource provision.

Newton Solney Infant School Accessibility Plan 2025-2028

Improving the Curriculum Access at Newton Solney Infant School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>
Training for teachers on differentiating the curriculum for specific children	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	ongoing
All out-of-school activities and clubs are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Classrooms are ready for lessons.	ongoing
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to Access	

## **INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

Newton Solney Infant School Accessibility Plan 2025-2028

Improving the Delivery of Written Information at Newton Solney Infant School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	All parents will receive the necessary documents.	Ongoing.
Continually monitor stakeholder population to ensure that information is always accessible.	Where necessary provide adapted information eg, translations, large print, Braille, coloured backgrounds.	All parents will receive the necessary documents.	Ongoing.
Ensure information is accurately disseminated to all stakeholders.	Continue to develop methods ensuring all stakeholders can easily access all relevant information: - Website - Parent Hub - Letters - Hard copies of documents when needed	All parents will receive the necessary documents.	Ongoing.

### **IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS/families**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.*

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of school resources to commit funding to providing Braille or large print versions of all school materials if there are no families on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. The school's ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, larger print, coloured print, should that be necessary. This is a core part of a teacher's work.