



# ACCESSIBILITY PLAN

## (Newton Village Academy)

<b>Approved by: Local Academy Committee</b>	
<b>Chair</b>	
<b>Signed:</b>	
<b>Date:</b>	
<b>Headteacher</b>	Lisa Fell
<b>Signed:</b>	
<b>Date:</b>	

<b>Policy Owner:</b>	Headteacher
<b>Implementation Date</b>	Autumn 2022
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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities have had a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through an Education Health Care Plan (EHCP).

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);

- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- 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

### **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be ‘reasonable’ although the Code of Practice includes factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing ECHP provisions, under which Local Authorities have to provide auxiliary aids and services where an ECHP details that provision. When a disabled pupil does not have an EHCP (or the EHCP does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### **4. AIMS OF THE ACCESSIBILITY PLAN**

The planning duties on schools, trusts and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils.

In Newton Village Academy, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

Compliance with the disability duty under the Equality Act is consistent with the school’s aims and Equality objectives, and the operation of the school’s SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Trust. 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 Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Newton Village Academy strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

## 5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- 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.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 6. CONTEXTUAL INFORMATION

- Newton Village Academy is a small village school set alongside the village with approximately 80 students on role. Newton Village Academy is a member of Furness Education Trust. The school is surrounded by fields. There is one main building with a playground to the front and the rear. Parking is at the front of the school.

## 7. DEVELOPMENT

### 7.1 The Purpose and Direction of the School's Plan: Vision and Values

Newton Village Academy:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

### 7.2 Information from Pupil Data and School Audit

- The school has identified that we have, as at the start of the academic year 2022 there are 3 children regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired 0 children, physical mobility problems (non-wheelchair users) 0 children, visual impairment 0 children, Asperger's Syndrome 0 children, ADHD 1 child, Autistic 2 children, epileptic 0 children.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our SEND Team.
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via the Trust's Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

### **7.3 Views of those Consulted during the development of the Plan**

The plan should be informed by:

- The views and aspirations of disabled pupils themselves;
- The views and aspirations of the families of disabled pupils;
- The views and aspirations of other disabled people or voluntary organisations;
- The priorities of the Trust and Local Authority;

Newton Village Academy will:

- ensure the development of the plan involves coordination with the Local Authority and ensure that Newton Village Academy provides the best choices for students wanting to enrol here;
- consult the full Local Academy Committee/SEND governor/relevant Trust sub-committee;
- consult staff including specifically SENCo, Facilities Team and Health and Safety Officer;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

## **8. SCOPE OF THE PLAN**

### **8.1 Increasing the extent to which disabled pupils can participate in the school curriculum**

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with Trust specialists and the LA Special Educational Needs and Disabilities (SEND) and Inclusion Team

The school plans to 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 off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers

and SEND inspectors/advisers, Trust Specialists and of appropriate health professionals from the local NHS Trusts.

## 8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) and the Trust investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Building	Features
Main building	<p>Most classrooms have either flat or ramped entrance and exits. One classroom has stepped access, but can be accessed via the main entrance.</p> <p>Some fire doors have mat wells that need to be remodelled to help wheelchair access. (See Action Plan)</p> <p>There is the provision of a disabled toilet</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p>
EYFS	<p>Entrance to the building flat allowing for easy wheel chair access.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p> <p>A disabled Toilet is installed close by.</p>
Infant and junior classrooms	<p>Entrance to both classrooms is via a ramp.</p> <p>There is disabled toilet access</p> <p>Fire Exits from one classroom is via a short set of steps.</p> <p>These are not suitable for wheel chairs. Re-modelling necessary- (See Action Plan)</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p>
Playground	Available for all pupils.
Field Area	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

### **8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

Newton Village Academy will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to 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. The school will make itself aware of local services, including those provided through the LA and the Trust for providing information in alternative formats when required or requested.

### **8.4 Financial Planning and Control**

The Head teacher with Senior Management Team, together with the Trust Finance Team will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Newton Village Academy will finance the plan by identifying costs and incorporating them into current and future budget commitments through discussion with Trust Finance Team.

## **9. IMPLEMENTATION**

### **9.1 Management, Coordination and Implementation**

The Furness Education Trust Facilities Manager and Health and Safety Officer will undertake a disability audit as part of the annual Health and Safety review.

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the Local Academy Committee for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

### **9.2 Monitoring**

Newton Village Academy recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

### 9.3 Accessing the School's Plan

This will be done through:

- *presentation in a section on the school website open to all visitors to the site;*

*We will ensure that the plan is available in different formats where requested.*

*The school will achieve successful implementation of the accessibility plan with continued support in the areas of:*

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools including special schools; other schools in Furness Education Trust and Trust Specialists;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools and staff.*

## 10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality Information and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

# Newton Village Academy Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Governing Body/SEND Governor/relevant sub-committee*
- *Staff (teaching and support)/SENCo*
- *Furness Education Trust Facilities Team, Health and Safety Officer and Trust Specialists*
- *Parents/carers/community groups*
- *Pupils/school council*
- *LA*

The plan was approved on: DATE

Date of Accessibility Plan: DATE September 2022

Date for next Review: DATE Autumn 2025

Senior Member of staff responsible for the Plan : Clare Molyneux - SENCO

Governors & Committees responsible: Local Academy Committee, Chair of Governors and SLT

**Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.**

**NEWTON VILLAGE ACADEMY ACCESSIBILITY PLAN 2022 - 2025**

**IMPROVING THE CURRICULUM ACCESS AT NEWTON VILLAGE ACADEMY**

Target	Strategy	Outcome	Timeframe	Achievement
Provide training for teachers/TAs on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements	All teachers/TAs are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Programme of training in place in Autumn 2022.	Staff will be appropriately trained.
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	continuous	Increase in access to all school activities for all disabled pupils
Organise classrooms optimally to promote the participation and independence of all pupils – with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Children will be able to move around the classrooms freely.
Provide training in manual handling	Liaise with experts/Health and Safety Officer  Provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment	Ongoing	Relevant staff trained.
Administering Medication	Introduce new procedures and practices based on PHE guidelines.	Minimum administering in school Cleaner and safer practices.	Reviewed policy in place.	Staff follow policy and procedures.
To support learners with reading	Investigate symbol software to support learners with reading difficulties.	Support staff will know how to use relevant software	Ongoing	Increased access to the curriculum
To support visual learners in and around school	To use labels and symbols around the school building including pictures or pecs	Children understand where to go and where different resources are kept.	Ongoing	Increased understanding of the school site and resources.

**NEWTON VILLAGE ACADEMY ACCESSIBILITY PLAN 2022-2025**

**IMPROVING THE PHYSICAL ACCESS AT NEWTON VILLAGE ACADEMY**

An Asset Management Plan/Access Audit was carried out by \_\_\_\_\_ in \_\_\_\_\_ and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities	Autumn 2023		LF
	Access to school office	<ul style="list-style-type: none"> <li>▪ There should be a sign indicating where people with disabilities should go.</li> <li>▪ A communication system/buzzer system to the school office at wheelchair level outside of the main entrance so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.)</li> </ul>	Spring 2023		LF
	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	When possible		LF
	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> <li>▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate.</li> <li>▪ PEEPs for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments will be created upon admission to the school.</li> <li>▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.</li> </ul>	Ongoing		CM

## NEWTON VILLAGE ACADEMY ACCESSIBILITY PLAN 2022-2025

### IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT NEWTON VILLAGE ACADEMY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA and the Trust for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from the LA SEND Specialist Teaching Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	When needed	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.