



New Marston Primary School
Accessibility Plan
2021-2024

New Marston Primary School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life.

Under the Equality Act 2010, you are disabled if you 'have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. We are committed to providing an 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, empathy and inclusion.

This Accessibility Plan has been drawn up in consultation with key stakeholders of the school (Pupils, staff, governors including parents)

Duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

1. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
2. To improve the delivery to disabled pupils and their families of information which is provided in writing for pupils who are not disabled.
3. To increase the extent to which disabled pupils can participate in the School curriculum

Objective	Actions	Monitoring when and by who	Evaluation
Improve the environment/ school site so that all can access and participate.	<ul style="list-style-type: none"> - Review fire evacuation procedures annually, ensuring PEEPs are in place. - Ensure premises are easy to access for all, making alterations/ adaptations where necessary - Ensure sound systems are working and used to allow all pupils to experience events and assemblies in full. 	<p>CW</p> <p>CW/RM</p> <p>RV</p>	
To raise awareness of barriers to learning for pupils with sensory or hearing impairments (including layout, decor, acoustics and	<ul style="list-style-type: none"> ● INSET training for all staff re acoustics and classroom management. ● Expectation on all staff for neutral colour schemes and calm environments ● Seating positions and layout to be discussed within SEN reviews as a strategy to support. 	<p>HRB</p> <p>RV</p> <p>KH</p>	

classroom management)			
Support so all can access online systems	<ul style="list-style-type: none"> ● Class dojo to be used frequently with the translation service so that parents with additional needs and EAL have access to information via relatives. ● Offers of help from the office when new systems are set up ● HSLW and SLT on gate to support parents as needed with new systems ● Individual phone calls for non literate parents 	<p>All staff</p> <p>CW</p> <p>RV</p> <p>KS</p>	
To ensure all pupils are engaged in school enrichment activities	<ul style="list-style-type: none"> ● Electives to be run in school time so all pupils are engaged and 1:1 support is available. ● Requests to LEA for transport amendments so that pupils with HI can access extra curricular clubs. 	<p>RV</p> <p>RV/KH</p>	
To meet the range of needs of pupils with SEND	<ul style="list-style-type: none"> ● SEND review in 21-22 ● Outreach support sought for those pupils with SEND where additional advice is needed ● To provide training for staff if pupils arrive with additional and complex needs, e.g. Downs training 21-22. ● To ensure early identification of pupils with SEND via an assistant SENCo in nursery 	<p>KH</p> <p>KH</p> <p>RV</p> <p>KH</p>	