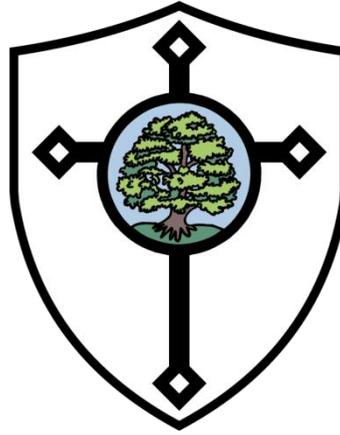


The New Forest C of E (VA) Primary School
at Landford, Nomansland & Hamptworth



Accessibility Plan
2016/17-2018/19

Adopted: March 2014

Last reviewed/approved: January 2018

Review: yearly

Status: statutory

Accessibility Plan 2016/17-2018/19

The New Forest Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. We have adopted the 'Fruits of the Spirit' (Galatians 5:22) as our school values and expect these to be demonstrated by everyone in our school in accordance with our mission statement 'Growing and Learning Together through Christian Values'.

We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period.

Introduction

1. The New Forest Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a three-year projected action plan. The original plan was drawn up in December 2013 to reflect new statutory requirements for the setting of equality objectives.
2. The Accessibility Plan is structured to complement and support the school's equality objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose

The New Forest Primary School Accessibility Plan sets out how access is to be improved for disabled pupils, staff, and visitors to the school in a given time-frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- improve 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 able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equality Act 2010); 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 within a reasonable time-frame;

- 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 within a reasonable time-frame;
- 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.

Scope, communication and monitoring

1. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
2. School training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
3. The Accessibility Plan should be read in conjunction with school policies, strategies and documents.
4. The Accessibility Plan for physical accessibility relates to the Disability Access Audit of the School, which was originally undertaken by surveyors appointed by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
5. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.
6. The school Prospectus will make reference to this Accessibility Plan.
7. The school's complaints procedure covers the Accessibility Plan.
8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored through the Governor Resources Committee.
10. The school will work in partnership with the Local Authority and the Diocese of Salisbury in developing and implementing this Accessibility Plan.
11. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Accessibility Plan 2016/17-2018/19
Improving the Curriculum Access at the school

TARGET	STRATEGY	OUTCOME	TIME-FRAME	ACHIEVEMENT
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	On-going	Whole School Dyslexia awareness training – 27/09/16
All out-of-school activities 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.	On-going	All external out of hours providers are thoroughly checked prior to commencing work.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process on individual class basis.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	On-going As required	Additional equipment is appropriately deployed in Lyburn Class to support pupil with physical needs. Additional handrails have been fitted with outdoor areas at KS1 to support child with physical challenges
Access arrangements to meet individual's needs when taking tests, etc., will be applied for and support provided when required.	SENCo/Class Teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On-going	Class Teachers and SLT regularly check the DFE guidance and act accordingly.

Accessibility Plan 2016/17-2018/19
Improving the Physical Access at the school

A Disability Access Audit was carried out by IPF Property and Asset Management in 2008 and a number of recommendations made:

Landford site:

Access Report Ref.	Item	Activity	Time-scale	Cost £	Status
	Staff disabled parking bay	Mark and sign suitable level bay accordingly	By (DATE)		Completed
	Signage on approach to main entrance	Improve signage as per audit	By (DATE)		Completed
	Reception entrance	Increase width of doorway to facilitate independent access	January 2015		Completed
	Reception communication facilities	Install induction loop for hearing-impaired visitors – reception	By March 2014		Completed
	Accessible toilet	Upgrade toilet as per audit	By September 2018 (new building to replace existing building containing the accessible toilet)		Although this toilet was upgraded, the actual building is in very poor repair and a replacement building solution is actively being pursued. It has been out of regular use since July 2017 and is due to be replaced.
	Adequate stairs and steps	Improve steps to mobile classroom and new teaching block	By (DATE)		Completed

Nomansland site:

Access Report Ref.	Item	Activity	Time-scale	Cost £	Status
	Disabled parking bay/drop off point	Mark and sign suitable level bay accordingly	By (DATE)		Completed
	Signage on approach to main entrance	Improve signage as per audit	By (DATE)		Completed
	Reception entrance	Provision of permanent ramp to rear exit	By (DATE)		Completed – a permanent ramp is located at the rear of the school hall
	Reception communication facilities	Install induction loop for hearing impaired visitors – reception	By March 2014		Completed
	Accessible toilet	Upgrade toilet as per audit	By (DATE)		Completed

**Accessibility Plan 2016/17-2018/19
Improving the delivery of written information at the school**

TARGET	STRATEGY	OUTCOME	TIME-FRAME	ACHIEVEMENT
Awareness of any parents who may have difficulty accessing standard communication formats, and provision of alternative communication.	Approach parents with EAL or learning needs to ensure they get the information they need. Advertise the availability of alternative formats within school documents.	Parents with EAL or other communication needs will know what is happening within the school.	On-going	
Review documentation with a view of ensuring accessibility for pupils with any specific needs should they arrive at our school.	Get advice from the LA and SENSS team as necessary.	Information requested from the school available and accessible.	On-going	The school regularly assess pupils for visual stress and provide appropriately coloured acetate overlays if required.