



Newlands CofE School Federation



Roots to grow... wings to fly

Accessibility Plan

Date adopted by governors: Spring 2020

Date for review: Spring 2023

STATUS: STATUTORY

REVIEW: EVERY 3 YEARS

COMMITTEE: RESOURCES

ACCESSIBILITY PLAN

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| Reviewed: Spring 2020 | Next Review: Spring 2023 | Committee: Resources | Status: Statutory |
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1. Aims

Schools are required under the Equality Act 2010 to have 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 to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Newlands CofE School Federation comprises Shere CofE Infant School and Nursery and Clandon CofE Primary School. The Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the schools' websites, and paper copies are available upon request.

Newlands Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Federation supports any available partnerships to develop and implement the plan.

The Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in either school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan – Shere School

This action plan sets out the aims of our accessibility plan at Shere School in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--|---|---|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Shere School offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Review reading books and ensure there is a good quality range of books at each level within the scheme.</p> <p>Ensure curriculum display includes examples of people with disabilities.</p> | <p>Literacy team to audit the reading scheme and ensure any books with negative views of disability are removed, this is particularly crucial where books have been donated.</p> <p>Literacy team to order new books from specific levels where stock is low.</p> <p>The PSC are asked to contribute funding towards this.</p> | <p>Kezia Matthews and Helen Fox</p> <p>Kezia Matthews and Helen Fox</p> <p>Vicky Voller</p> | <p>Autumn Term 2020</p> <p>Spring Term 2021</p> <p>Spring Term 2021</p> | <p>The reading scheme will reflect all pupils and will enhance positive messages about disability.</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps | <p>Consider how accessible our Forest School sites are; work with landowners to</p> | <p>Review the Forest School sites and consider how these could be made more accessible, possibly by</p> | <p>Natalie Williamson</p> | <p>Autumn 2020</p> | <p>Forest School sites are accessible as possible and alternative routes are found where possible.</p> |

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| | <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets | <p>increase accessibility to these sites.</p> <p>Ensure that accessibility is considered when planning for our new collective worship space.</p> <p>Improve external lightning to aid safe access for all stakeholders and visitors.</p> | <p>finding alternative routes. Liaise with landowners and the Parish Council.</p> <p>Work with planners to ensure yurt is accessible.</p> <p>Review current lighting, outline scope of works, obtain quotes and oversee works.</p> | <p>Vicky Voller</p> <p>Kerry Jupp</p> | <p>Autumn 2020</p> <p>Summer 2020</p> | <p>The new yurt structure is accessible for all.</p> <p>The school site is well lit so that obstacles are easily avoided.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Newlands Federation uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Now and next • Visual Timetables • Maketon | <p>Improve external signage for all stakeholders and visitors.</p> | <p>Review current signage, outline scope of works in line with best practice, obtain quotes and oversee works.</p> | <p>Kerry Jupp</p> | <p>Autumn 2020</p> | <p>Routes and key areas of the school are clearly signposted.</p> |

Action Plan – Clandon School

This action plan sets out the aims of our accessibility plan at Clandon School in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--|--|---|---|--|
| Increase access to the curriculum for pupils with a disability | <p>Clandon School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Review reading books and ensure there is a good quality range of books at each level within the scheme.</p> <p>Ensure curriculum display includes examples of people with disabilities.</p> | <p>Literacy team to audit the reading scheme and ensure any books with negative views of disability are removed, this is particularly crucial where books have been donated.</p> <p>Literacy team to order new books from specific levels where stock is low.</p> <p>The PTA are asked to contribute funding towards this.</p> | <p>Ellie Morton and Yvette Webb</p> <p>Ellie Morton and Yvette Webb</p> <p>Vicky Voller</p> | <p>Autumn Term 2020</p> <p>Spring Term 2021</p> <p>Spring Term 2021</p> | <p>The reading scheme will reflect all pupils and will enhance positive messages about disability.</p> |

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|--|--|--|---|---|---------------------------------------|--|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets | <p>Consider how accessible our Forest School sites are; work with landowners to increase accessibility to these sites.</p> <p>Ensure that accessibility is considered when planning for our nurture space.</p> | <p>Review the Forest School sites and consider how these could be made more accessible, possibly by finding alternative routes. Liaise with landowners and National Trust</p> <p>Plan for ramp to kitchen space, outline scope of works, obtain quotes and oversee works.</p> | <p>Natalie Williamson</p> <p>Vicky Voller</p> | <p>Autumn 2020</p> <p>Autumn 2020</p> | <p>Forest School sites are accessible as possible and alternative routes are found where possible.</p> <p>The new nurture space is accessible for all.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Newlands Federation uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Now and next • Visual Timetables | <p>Improve internal and external signage for all stakeholders and visitors.</p> | <p>Review current signage, outline scope of works in line with best practice, obtain quotes and oversee works.</p> | <p>Kerry Jupp</p> | <p>Autumn 2020</p> | <p>Routes and key areas of the school are clearly signposted.</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be monitored by the Safeguarding Committee and approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit – Shere School

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|--|--------------------|-----------------------------|
| Number of storeys | Main building 1 Year 2 building 2 Year 1 building 1 | No action needed | na | na |
| Corridor access | Cluttered | Ensure walkways are kept tidy and clear. | VL | Ongoing |
| Lifts | None | | na | na |
| Parking bays | There are currently no parking bays on the school site. However, there is a disabled parking bay on the road outside the school (non-enforceable) which can be used by school visitors. | | na | na |
| Entrances | Entrance to main building has small step at front door. Entrances to Year One and Year Two buildings are ramped. | | na | na |
| Ramps | Into Year One and Two | | na | na |
| Toilets | There is a disabled toilet adjacent to the Year One building. | | na | na |
| Reception area | Easily accessible via front door | | na | na |

| | | | | |
|-------------------------|--|------------------|----|-------------|
| Internal signage | Some limited internal signage that could be improved | See action plan. | KJ | Autumn 2020 |
| Emergency escape routes | Fire escapes and doors marked | | na | na |

Appendix 2: Accessibility audit – Clandon School

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|---|--------------------|-----------------------------|
| Number of storeys | Main building 2 (2 nd floor offices, toilet and stockroom) Culmer Lodge 1 Home Lodge 1 | | na | na |
| Corridor access | Cluttered | Ensure walkways are kept tidy and clear. | ZJ | Ongoing |
| Lifts | None | | na | na |
| Parking bays | Currently no disabled parking bays | Provide one disabled parking bay. (It may be preferable to place this beside the bin area. This would enable both car doors to be opened if necessary. It would also make parking easier as driver can drive straight in then reverse out between flint walls and turn right to exit car park.) | FMc & FC | January 2021 |
| Entrances | Entrance to Culmer Lodge and Home Lodge are ramped. Entrances to main building have small steps at front door and library door. | Provide ramp at library entrance door to enable access to library, toilets, hall and learning lab. | FMc & FC | January 2021 |
| Ramps | Into Culmer Lodge and Home Lodge | | na | na |
| Toilets | Disabled toilet in Culmer Lodge and Home Lodge | | na | na |

| | | | | |
|-------------------------|---|--|----------|--------------|
| Reception area | Not easily accessible due to step at front door. Entrance hall and doorway to school office are narrow. (Alternative route, entering via library door has two steps from hall to office.) | Provide ramp at front door to enable wheelchair access | As above | As above |
| Internal signage | Some limited internal signage that could be improved | | KJ | January 2021 |
| Emergency escape routes | Fire escapes and doors marked | | na | na |