



Accessibility Plan

2022- 2024

Introduction

This Plan is written in response to requirements under the 2010 Equality Act. It is designed to meet the needs of students with a disability as defined in the act:

'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

In the context of our setting the plan is to ensure we maintain regular oversight of provision across school as it develops and expands to meet the changing needs of our learners. It is also intended to ensure we keep up to date with any building or maintenance plans to ensure the physical environment serves to enhance access to quality learning. Finally as a school we will respond to changes in technology to best meet the needs of our school population and ensure we find the most effective and efficient ways to communicate with the students and their families.

The plan will be agreed and actioned via the resources and health and safety committee of the school governing body in consultation with the School Business Manager, staff health and safety representative and the Headteacher. It will also be linked to the relevant aspects of school improvement planning and aligned with the annual budget.

This plan is written in conjunction with our premises action plan and evaluated / actioned by the school health and safety committee.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure equal opportunities for persons with disabilities
- Provide support and provision for employees with disabilities to carry out their work effectively without barriers
- Undertake reasonable adjustments to ensure staff access the workplace.

These duties are delegated to the Headteacher and School Business Manager and report to the governors as required.

Intent

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.

Newfield School plans 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 school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist 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.

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. We acknowledge that there is a need for ongoing awareness raising and training for our staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Plan will be monitored and approved through the Resources Committee

ASPECT: CURRICULUM	OVERALL TARGET: To improve the overall access to the curriculum for all pupils in order to improve attainment and standards	LEAD PERSON: Rachel Kay
Action plans and supporting evidence	Objectives and Intended Outcomes	
<ul style="list-style-type: none"> • School Development Plan • School website • Inclusion Quality Mark • Rights Respecting School Award • Rochford Recommendations • Curriculum maps • Theme Maps 	<ul style="list-style-type: none"> • Restructuring of subject co-ordination to ensure fit for purpose curriculum management across split-site • Revisit and embed total communication approach – including appointing Makaton trainers • Reviewing curriculum offer to consider individualised learning pathways for pupils according to need (notion of a ‘concentric’ curriculum starting with ‘self’ and then outward looking) • Thematic curriculum, supported with a range of resources, to enhance the delivery of themes across all abilities – considering coverage and balance over time with potential for themed days or half days to release time for other essential child needs (e.g. therapy needs) • Review use of sensory studio and create a clear rationale for use of the sensory studio to promote pupil progress and engagement for curriculum delivery • Review opportunities for promotion of British Values through teaching and learning activities • The English curriculum ensures pupils’ communication is integral to the delivery of the subject and effectively delivered across the curriculum- early focused assessment using Wellcom. • Developing accreditation routes Post 16 • Evidence for learning app supports of Learning Journey Logs throughout school and implement the Rochford Review recommendations • Ensuring teachers are aware of the current and target level for their students and they are instrumental in monitoring progress of pupils in their class. • Promote and develop individualised assessment pathways • Ensuring pupils’ work is moderated internally and externally via special school’s network to promote consistency of understanding of pupils attainment levels among staff • Developing an E Portfolio as a resource to support staff within school (and other schools) to make consistent judgments about pupil assessment • Developing Pupil Voice in Assessment for Learning 	

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| | <ul style="list-style-type: none">• Further enhancing the opportunities provided for pupils with PMLD to make and demonstrate progress• PMLD champions developing a suite of activity suggestions and a bank of videos recognising and celebrating progress• Mentoring and coaching by experienced teacher/HLTA to support in class• Use of specialist assessment resources such as 'Sounds of Intent' and 'Routes for Learning' to support enhanced opportunities for learners with PMLD to make improved progress |
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ASPECT: PHYSICAL ENVIRONMENT	OVERALL TARGET: To improve the overall access to the physical environment in order to improve attainment and standards	LEAD PERSON: Rachel Kay
Action plans and supporting evidence	Objectives and Intended Outcomes	
<ul style="list-style-type: none"> • School Development Plan • Premises • Environment audit • Asset Management Plan • Health and Safety Audit 	<ul style="list-style-type: none"> • Refurbishment of existing building and vacated classrooms (opportunities to redefine and configure existing usage) • Grounds development to allow pupils to engage in physical activity to incorporate new site and school • Development of outside accessible learning for recreation and horticulture • Development of the Sensory Garden and Outdoor learning Pod 'room' • The level access garden will be situated to the rear 	
ASPECT: INFORMATION	OVERALL TARGET: To improve the overall access to information in order to improve attainment and standards	LEAD PERSON: Rachel Kay
Action plans and supporting evidence	Objectives and Intended Outcomes	
<ul style="list-style-type: none"> • School Development Plan • School Website • Leading Parent Partnership Award 	<ul style="list-style-type: none"> • Reviewing Wellbeing plans • Reviewing headings for EHCPs linked to planning and curriculum delivery • Implementation of Personalised learning pathways • Embedding a firm understanding and implementation of high-quality practice which meets every individual's physical and physical therapy needs, in collaboration with therapists, nursing and colleagues 	

<ul style="list-style-type: none"> • ICT • Well-Being Plans • Education Health care Plans • Evidence for Learning • Rights Respecting School Award • Annual Reviews, PCPs, PSPs • NAS Accreditation Report 	<ul style="list-style-type: none"> • Further staff professional learning opportunities through a training matrix according to roles and responsibilities • Auditing of practice and regular termly review • Monitoring that all pupil's physical needs are addressed to the highest standard throughout the day, in order to facilitate improved well-being, health and readiness to learn • Supporting young people and parents to have high expectations and aspirations for their young people, and articulate these • Working collaboratively with social care and health colleagues, to ensure holistic working for each individual • Continuing to work with the LA on regular review of the EHCP process • Developing and delivering an exemplary model of Special School Nursing to meet the needs of children with SEND within BwD via a hub nursing team based at Newfield • Developing, in collaboration with special school nursing leads and private providers, functional provision to meet children's medical needs in school, • Development of a phone support line for parents • Weekly meetings with the Nursing lead in school • Continuing to develop ways to fully integrate therapy needs into daily routines and curriculum offer • To develop a bespoke program of PSHE/Sex Education in conjunction with the nursing team and school counselor to promote safe behaviours. • Ensuring that the wider community, who are not necessarily involved with Newfield, are aware of the school and the work that we do. • Develop training programs to include parents and carers of children throughout the borough • Develop training programs to support professionals throughout the borough in areas of SEN expertise. • Further development of an holistic approach to meeting children's and family's needs • Further ensuring EHCPs and Annual Reviews are cascaded to AHTs to ensure a wider understanding of process and purpose • Social Care reviews taking place in school with parental/carers agreement - working towards enabling an on-site social worker/CSO • Website has option to translate information into Urdu
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Procedures for Monitoring Actions/Impact	
<ul style="list-style-type: none"> • Termly Monitoring and Evaluations • SLT meetings and minutes • Staff briefings and workshops • CPD records • National standards and accreditations (LPPA, RRSA, NAS, IQM) • Website updates and Blog 	<ul style="list-style-type: none"> • Governor Committee Meetings and reports • Link Governor meetings – critical partner • Head teacher Report to Governors • 'RAG' testing School Development Plan • Membership of Local School Improvement Group- SIG • Networking

<ul style="list-style-type: none">• Local Authority audits• Risk assessment• Pupil audit and outcomes• School Council• RRSA Steering Group	<ul style="list-style-type: none">• School Strategic 5 year Plan• Parent/Carer Questionnaire outcomes• Staff Questionnaire outcomes
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Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010).

In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

Ensure ongoing review of plan is completed in co – production with staff, governors and pupils.
From 2022 School Council will support co- production of plan

Area	Target	Strategies /Actions	Who	Outcome	Time Frame	Review
Access to Physical Environment	To introduce new office staff to staff and pupil signing in system (supporting safeguarding good practice)	Train office staff in use Update visitors policy and leaflets	Admin Team SBM	Issues re safeguarding and visitors addressed – clear to all staff who visitors are College pupils able to sign in independently Fire safety procedures more robust re visitors etc	Spring 2022	
	Fit hoists in all agreed classrooms	Rolling programme of staff training	AG/LT	Staff competent in moving and handling		
	5 year refurbishment plan in consultation with Governors to enhance existing facilities	Liaison with LA re options to develop provision	C of G /HT	To secure additional classroom space via mobile classroom	Autumn 22	
Access to Curriculum and Learning	To ensure staff record all agreed aspects of progress linked to key learning needs	Appoint key staff member for each assessment area Staff meetings/workshops Progress Meetings with individual class teacher Data analysis Identified interventions to address concerns	Class teachers	The vast majority of pupils continue to make good or outstanding progress regardless of category		
	Update whole school training in relation to online learning and safety	Audit curriculum and identify learning opportunities Staff complete updated e safety training School take part in safer internet day	DHT	Pupils aware at an appropriate level about the danger of online use Parents understand dangers of technology and feel confident to impose parental controls Parents aware of what we cover within school	Ongoing	

		<p>Arrange training and support for parents</p> <p>Classes to agree on code for safer use of internet</p>			Autumn 2022	
	To ensure all pupils access range of clubs and out of school activities	<p>Increase number of lunchtime and after school clubs</p> <p>To update educational visits and residential policy to ensure all students are involved across time in school</p> <p>KD to audit current options for community visits to ensure full access – Yellow group to access INSPIRE</p>		<p>Pupils access clubs of choice</p> <p>Clubs meet range of needs and interest</p> <p>Pupils have full access to community visits and residentials -</p>	<p>Ongoing – review with school council</p> <p>From Autumn 2022</p>	
	Classrooms are optimally organised to promote the participation and independence of all pupils	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms-</p> <p>Supported by SBM termly walkabout</p>	SBM/DHT	<p>The organisation of classrooms into that time in lessons is used optimally and not spent rearranging furniture</p> <p>Every September due to changes in classes and ongoing</p>	Increase in access to the Curriculum	
	Introduce MATP provision for pupils with complex needs	<p>Plan timetable for pupils with physical difficulty</p> <p>- MATP</p>		Pupils with complex physical needs have increased mobility and access to learning environment	Autumn 2023	
	Embedding the preparation for adulthood provision across school for all students – linked to transition and destination pathways	<p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p>	DHT	Personalised learning tailored to the needs of the individual and next steps in learning	Summer 23	

		Review provision for Work Related learning for all students across 14-19 Ongoing liaison with Post 19 providers to ensure suitable access for pupils moving on	AC JH	Teachers are aware of the relevant issues and can ensure that this group has equality of access to preparation for adulthood learning. Transition planning in place ensures suitable placements for all leavers		
	Supporting pupils with presenting complex Mental health issues – intervention and support as needed	Number of MHFA staff trained DHT trained as senior MHFA School counsellor available Key staff completed attachment and trauma training with a view to roll out across school	DHT	Pupils receive appropriate support via referral, interventions, group work or counselling Pupils self-esteem and confidence is improved		
	Comprehensive training programme on rolling programme with school nursing team for medical training – adapting to needs of students	All staff receive medical training updates annually Specific training for complex health needs as required Identified staff for key students	DHT	Need of all pupils met to support full access to school life	Ongoing Plus annual updates	
	Review provision within school for pupils with complex sensory impairments	Audit of provision and needs Identify training needs for key staff members Buy in specialist support linked to provision mapping		Pupils meet individual targets and EHCP outcomes	Summer 2023	
	Ongoing programme to update interactive whiteboards	Replace existing whiteboards with portable ones for easy access and touch screen accessibility		All pupils can access whiteboards to enhance learning	Review and ongoing	
Access to Written information	To update the website To become more user friendly and accessible	Archive out of date information	HS / SB	Parents feel they are kept up to date and informed about school	Summer 2023	

	<p>To develop separate college section of website led by students</p> <p>Plus section on website for school council and pupil voice</p>	<p>Appoint website governor to support development</p> <p>Write information in a clearly understandable and accessible manner including the need for languages other than English</p> <p>Publish on website</p> <p>Appoint website committee</p> <p>Students to develop own blog and online prospectus</p>	HT	<p>events and activities to support child's learning</p> <p>Website user friendly and navigable</p> <p>Parents contact school to visit as a result of information on website</p> <p>Pupils have sense of ownership</p> <p>School council represents pupil voice and sense of ownership</p>		
	<p>School will use AAC, symbols, photos, pictures, Makaton, objects of reference, experiential signifiers and all means possible to provide the maximum range of communication support</p> <p>Total communication approach embedded across school to meet needs of all students at appropriate level</p>	<p>The school will use communicate in print software to support children who are unable to read text without simple support</p> <p>The school will adjust font size for documents required for pupils with visual impairments</p> <p>Bank of communicate in print resources developed to support curriculum</p> <p>Appoint CLL lead and class communication champions</p> <p>Makaton trainer in place</p>		<p>Total communication environment is evident throughout school</p> <p>All classes have agreed systems in place to support full access</p> <p>All pupils have access to appropriate receptive and expressive communication systems</p>	Autumn	

		<p>Communication audits take place for agreed universal – specialist and targeted provision to ensure pupils access most appropriate communication support</p> <p>Continue to liaise with ACE centre to access support for pupils with complex communication needs</p>				
	<p>To update parents section of website to signpost support including transition information</p> <p>Including support for on line resources and e safety</p>	<p>Family wellbeing co-ordinators to oversee</p> <p>Parent questionnaire sent out</p> <p>Upload online safety resources</p>		Delivery of school information to parents and the local community improved		
	Make available school brochures, school newsletters and other information for parents in alternative formats	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Communication via class dojo / Spider to address literacy issues</p> <p>Offer translated version in Urdu</p>	SB	Delivery of school information to parents and the local community improved		
	Ensuring all pupils have a voice	Total communication environment supported via regular speech and language needs assessment	JJ/CF/TC HT	All pupil views are represented Pupils fully involved in learning experiences.		

		<p>School council represent pupil voice</p> <p>Complete pupil advices for annual reviews</p> <p>Pupil friendly targets – involved in setting these</p> <p>Introducing person centred reviews for post 16</p>				
	<p>To ensure progress of all pupils is captured via online recording system for easy access to parents</p>	<p>Development of class dojo messages</p> <p>Embed Evidence for learning journals online</p> <p>Pupils involved in assessing their own work</p>	<p>Class teachers</p>	<p>Families have regular access and update in relation to their child's progress</p>	<p>Autumn</p>	