



NORTH TOWN
PRIMARY SCHOOL & NURSERY

North Town Primary School and Nursery

Accessibility Plan

Signed:**Head teacher**

Signed:**Chair of Governors**

Date: **September 2022**

Reviewed in: **September 2024**

North Town Primary School

Accessibility Plan

The Governors and staff at North Town Primary School and Nursery want all children to enjoy school, to be challenged to achieve their very best, and to ensure each and every child exceeds their own expectations of themselves. We are committed to giving all of our children every opportunity to achieve the highest of standards. Our staff take into account the varied life experiences and needs of all pupils. The school offer a broad and balanced curriculum and have high expectations for all our children.

Introduction

Schools and LA's need to carry out accessibility planning for disabled pupils in order to be 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.

Purpose of this Plan

This plan shows how North Town is committed to increasing the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education where needed)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

North Town Primary School Accessibility Plan

Increase access to the curriculum for pupils with SEND				
Target	Strategies	Time-Scale	Responsibility	Outcome
Ensure all staff are aware of the access arrangements and provision children with disabilities and additional needs need to access the curriculum.	Create and maintain individual pupil passports and individual healthcare plans for all children who need them sharing information about accessing the curriculum.	Created and updated at the beginning of every term or as a new need/disability arises or when a new child starts the school.	Class teachers and SENDCO.	All staff are aware of individual needs and all children are able to access the curriculum.
To ensure that all staff are confident differentiating the curriculum and ensuring all children are included in all aspects of school.	Clear focus on staff training needs linked to curriculum access which are reviewed termly and linked to school improvement priorities.	Ongoing and as required. Reviewed and planned for termly.	SENDCO,	Raised confidence of staff. Children able to access the curriculum with more independence and confidence.
To ensure the phonics scheme (RWI) is embedded across the school to improve reading and enable access to the curriculum for all. (Linked to SIP 22-23)	Initial training and ongoing updates and training.	Autumn 22 – Summer 24	Phonics lead	Improved consistency in the teaching of reading leading to improved standards and access to the curriculum for all.
To improve the quality of provision and access to the curriculum for children with SEMH needs. (Linked to SIP22-23 and 23-24)	Increased number of thrive practitioners and time allocated to thrive interventions. Specialist thrive practitioner who will support with training and updates for staff. Little Spot of feelings to be used alongside thrive. Emotion coaching training for staff Emotion coaching for parents run by school PFSA	Autumn 2022 - complete Autumn 2023 to 24	SENDCO, well-being lead, thrive practitioners, PFSA	Improved well-being of children and better able to access the curriculum.
To ensure high quality teaching and learning for all children. (Linked to SIP 22-23)	High quality teaching training from the learning support service. Creation of high quality observation sheet – created and agreed by all staff	Summer 2022 - complete Summer - Autumn 2022 - complete	All staff	All teachers will be confident with their understanding of high quality teaching and what that looks like for them and their classes.
To ensure Accelerated Reader is embedded across the school to improve reading comprehension and fluency from Year 2 onwards building on the strong foundation from RWI and	Initial training sessions Ongoing training and support	Summer 2023 - complete Autumn 2023	Reading leader	Teachers will feel confident in supporting and improving reading comprehension and fluency through accelerated reader and there will be

enabling access to the curriculum for all. (Linked to SIP 23-24)				improved outcomes for children.
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Improving Physical Access/Environment				
Target	Strategies	Time-Scale	Responsibility	Outcome
To ensure the school and staff are aware of the access needs of individual pupils, staff and visitors.	<p>Create and update pupil passports and healthcare plans for individual pupils.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process in order to plan ahead</p>	<p>Written and updated termly, when the need arises and when children join the school.</p> <p>Through induction and on-going as required.</p>	<p>SENDCO and class teachers</p> <p>Head teacher</p>	<p>All staff are aware of individual needs and all children are able to access the curriculum.</p> <p>All staff and visitors have full access to the school as needed.</p>
Ensure all disabled pupils, staff and visitors can be safely evacuated.	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils needed. Share with relevant staff.</p> <p>Put in place Personal Emergency Evacuation Plan (PEEP) for staff where needed.</p> <p>Admin team to check with visitors in arrival if they need support in the event of an evacuation.</p>	<p>Completed on a 'needs basis' in response to personal need</p> <p>Annually or sooner if changes in staffing and need.</p>	<p>SENCo and class teachers</p> <p>Head teacher</p>	All disabled pupils and staff working alongside are safe in the event of a fire or emergency are aware of their responsibilities
Fire escape routes and assembly points are suitable for all.	<p>Routes – visual checks and keep clear.</p> <p>Practice fire drills.</p> <p>Regular checks on suitability of assembly points for all children.</p>	<p>Weekly</p> <p>Termly</p> <p>Termly</p>	<p>Caretaker</p> <p>All staff</p> <p>Staff working closely with children with PEEPs</p>	All disabled staff, pupils and visitors able to have safe independent exit points
To ensure accessibility to the environment is appropriate for visually impaired children.	<p>Maintain yellow markings and re-paint as necessary.</p> <p>Ensure walkways are free from litter and hazards.</p> <p>Inspect and maintain signage.</p>	<p>Annually</p> <p>Daily</p>	Caretaker	Children with visual impairments feel safe in the school grounds.
To make the library more accessible for children with sensory difficulties.	Put sound clouds in the library.	April 2023 - complete	Headteacher and Caretaker	Noise levels softened and the area is more accessible during both structured and unstructured times for children with sensory needs.

To ensure there is a big enough space available for children who need wrap around care to make this service accessible for more children.	Take down a wall between the two rooms next to the hall to create a bigger space.	September 2023 - complete	Headteacher and Caretaker	Wrap around care available for a higher number of children.
To put in a bi-folding door in the space in the wrap around room to ensure the space can be used for a high number of phonics and other groups and individuals during the school day.	Put the bi-folding door in to ensure the wrap around room can be split into two rooms during the school day.	April 2023 - complete	Headteacher and Caretaker	The large wrap around room is multi-functional during the school day and can be used by a higher number of groups and individuals.
To create additional intervention rooms to allow small group work such as phonics to be carried out in the school.	Four intervention rooms to be built in our existing library space to allow for small group work and thrive sessions	September 2023 - complete	Headteacher and Caretaker	The school has suitable rooms to allow for interventions without distraction of sharing a room with other groups.
To provide more space and rooms to support the varying needs of the children at North Town	To re-open a current unused building that will provide additional rooms to support the varying groups and needs of children. This will include sensory rooms and additional intervention space.	September 2025	Headteacher and Caretaker	The school is able to utilise an existing building by providing much needed sensory rooms and additional intervention rooms.
To provide staff with dedicated planning and meeting rooms at North Town	To re-open the school house and ensure it is used by staff to give them a dedicated space to plan and carry out tasks and responsibilities.	September 2024	Headteacher and Caretaker	Staff at North Town have rooms to plan and meet without distraction.
Implementation and maintenance of clear signing across the school	Identification of all areas which need signing and signs to be created and put up. This should include signage on all doors with photos of staff.	By April 2023 - complete	Headteacher and Caretaker	All areas of the school will have clear signs which will be maintained
Implementation of a consistent approach to classrooms to improve the learning environment and make it more inclusive.	Classrooms to have streamlined approach to displays and visuals – hessian backed with neutral/black headings to ensure they are calming and not overly distracting. Displays will also be consistent in all classrooms. Visuals will use communicate in print. Furniture to be reduced in classrooms and to ensure classrooms are tidy and clutter free.	By December 2023	Learning environment lead	The learning environment will be inclusive for all.

Shared spaces (including corridors, library, hall area, intervention rooms) to become more inclusive and useful spaces for children to work in.	A key focus on decluttering the school to ensure that areas remain available to be used as work spaces. Displays to be inclusive and reduce distractions in learning spaces.	By December 2024	Learning environment lead	Areas around the school will be accessible for children to work in without visual distraction.
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Improving Delivery of Written Information				
Target	Strategies	Time-Scale	Responsibility	Outcome
To improve the delivery of information in writing for children using appropriate formats on handouts and displays	Autumn 2022 – use of dyslexia friendly text, coloured paper, matt laminate Summer and Autumn 2023 – Colours used for displays, dyslexia toolbox available in all classes Provide suitably enlarged, clear print for pupils with a visual impairment and follow guidance from professionals for individual children.	Autumn 2022 Summer and Autumn 2023 As required.	Teachers, SENDCO	Pupils are able to access the curriculum independently and with confidence
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and adjustments to make information accessible on displays and handouts. E.g. dyslexia, friendly paper, matt laminate, fonts	Annual update and for new staff	SENCo Class Teachers	Staff produce their own resources to support children
To continue to increase the accessibility of information shared with parents	Translation tool on school website	Spring 2023 - complete	Head teacher, Admin,	Parents are able to access more information

