

Thinking Schools Academy Trust
“Transforming Life Chances”
New Horizon Primary School



Accessibility Plan

This policy was adopted in September 2023

This policy will be reviewed in September 2026

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

Our school 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 school website, paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

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

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.

Action Plan

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

Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Curriculum progress is tracked for all pupils,	Tailor resources to the needs of pupils who	Ensure resources and equipment meet the physical needs of our	SENCo with subject leads and class teachers	July 24	SEND children are able to access all areas of

	including those with a disability. Targets are set and are appropriate for pupils with additional needs.	require support to access the curriculum	pupils so that all pupils can access the curriculum			the curriculum and demonstrate progress.
		Offer a differentiated curriculum for all pupils, to be reviewed regularly to ensure it meets the needs of all pupils.	SENDCo meet with HP to establish baseline. Spring term monitoring. Identify appropriate resourcing to enable children to overcome barriers.	SENCo with Curriculum Lead (HP) Subject Leads	Spring 24 Summer 24	SEND children are able to access all areas of the curriculum and demonstrate progress.
		Ensure staff have available necessary resources and can select these to support pupils.	Identify appropriate resourcing to enable children to overcome barriers. SEND Learning Plan meetings SENDCos attend Raising Standards Meetings Provision Map information and SEND Pathways document	SENCo with Subject Leads	Spring 25	SEND children are able to access all areas of the curriculum and demonstrate progress.
Increase access to the curriculum for pupils with a disability	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set and are appropriate for pupils with additional needs.	Put a robust transition package in place, to include liaison with feeder settings, parents & external agencies to ensure resources and equipment meet the needs of pupils & enable them to access the curriculum.	All leaders to plan in dates and start discussions spring term. Create grid of contacts and start to identify children. KK meet Year R lead early Summer ST manage Y6 transition. ST to liaise with CW. ST to lead with TPA	SENCos	April 2024 July 2024 Review Autumn 2024 with pupil view and create action plan for improvement.	Subject Leaders ensure policies and practise is inclusive. Monitored through observations, planning, book looks & pupil assessment.

			KK Y1/2, KK/ST Y3/4 manage and plan transition			
		Increase staff confidence in differentiating the curriculum.	Use of widget CPD CPD Monitoring feedback	SENCo with Curriculum manager and SLT Plan in time for for subject leads	July 24 July 25	Raised confidence in strategies for differentiation & increased pupil participation.
		Ensure children's awareness of disability is taught effectively.	Jigsaw Assemblies Do we want to develop a disability awareness week in one of the year groups	PSHE Lead SENDco to liaise to JJ about including disability awareness in our assembly rota and align this with the TSAT newsletter.	On-going	Children have a deeper understanding & empathy of the challenges faced by children & adults with a disability.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required: Access to the front reception desk. hearing loop to be added.	The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	Ensure access to the building is maintained for all pupils and visitors.	HT, Site Manager and AAB	On-going	No pupil or visitor is excluded from taking part in any activity due to lack of physical access.
	3 Disabled access toilets in both buildings.	Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering redesign or re-layout	HT, Site Manager and AAB	On-going	No pupil or visitor is excluded from taking part in any activity due to lack of physical access.
	Development of sensory room using capital grant	Provide a hearing loop	Liaise with SIS for requirements and budget for improvement.	SENCo with HT and Site Manager	July 2024	Hearing Loop installed
	Ensure classrooms are as glare free as this reduces functional vision of a child with VI	Ensure classrooms and halls are as glare free as possible by ensuring there are blinds fitted and displays are not laminated				
	Consider gaps in provision for further Capital Grant for June 24	Clear markings for visually impaired including painting steps, ramps, drains, benches, low lying features, pipes and railings as part on on-going improvement and maintenance.	Liaise with SIS for requirements & include in new playground plans.	HT and Site Manager	When improvements take place	Markings in place
	Both buildings are accessible by wheelchair users as ground floors are all access is flat, there are no steps, and all doors are wide enough. There is a lift in the Wymering building to the upper	Ensure all trip hazards are removed. Handrails and stairs to have contrasting colours				

	<p>floor. There is one ramp on the south entrance to the Wymering building and all doorways are wide enough.</p> <p>Both staircases have a bag chair that allows staff to assist non mobile people to evacuate in event of a fire. 8 members of staff have been trained.</p>	<p>painted or hazard tape. See report for detail.</p>				
		<p>Lift maintenance</p>	<p>Lift is maintained by 6 monthly servicing which site manager oversees</p>	<p>HT and Site Manager</p>	<p>On going</p>	<p>No pupil or visitor is excluded from taking part in any activity due to lack of physical access.</p>
		<p>Sensory room</p>	<p>Building work Resourcing and set up training</p>	<p>HT, Site manager, facilities and ST</p>	<p>April 2024 September 2024</p>	
	<p>Glass doors from hall into early years have frosted circles to enhance visibility, have large handles for easy opening and are wide as in keeping with all doors.</p> <p>All playground entrances are wide and accessible</p> <p>Staff room in Portchester building is accessible for people with mobility issues</p>	<p>Improvements in the provision of information in a range of formats for disabled pupils and families</p> <p>Entrance multilingual welcome sign Improve safeguarding information on display board outside reception school info by moving to near reception and making larger</p> <p>Include signage on stairs to indicate which way to walk.</p> <p>Build ramp into North entrance of Wymering building so all entrances have ramps</p>	<p>Ensure availability of written materials can be accessed in alternative forms.</p> <p>Produce a SEND Video for school website</p>	<p>Office Manager, Admin Officer & EAL Lead</p>	<p>July 2024</p> <p>July 2025</p>	<p>The school provides alternative formats when necessary. ICT is used accessible, including whiteboards.</p>

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: -Internal signage -Large print resources -Picture/symbolic representations Efficient use of the school's texting service	Review information to parents/carers to ensure it is accessible	Provide information in a variety of formats, including 'child-friendly' Autism communication Board – in hall and playground July 25	SENCO and Area Leads	July 2025	
		Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print with a visual impairment or coloured paper/book for dyslexic or children with Irlens syndrome			Writing accessible for all
		To ensure the school becomes aware of the needs/disabilities of pupils and parents as soon as possible and caters for them	Liaise closely with parents and LA SEND team to be clear about pupils' needs. Develop positive relationship			Procedures, equipment, resources, support in place to meet needs
		To review documentation on our school website to check form accessibility for parents with English as an additional language	Ensure a member of staff is responsible for managing the school website. Liaise with EAL parents to understand needs. Include links and visual representation where necessary			HT, SLT, EMAS, Thinking IT
	To provide 'parent-friendly' leaflets which communicate school policies and procedures in an easily accessible manner	Liaise with parent governors to gain their opinions and views of leaflets. Use their input for new ones. Send out leaflets regularly	HT, SLT and parent governors	On-going	Parents feel well-informed	

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It is approved by the RGB.

Links with other policies

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

- Health and safety policy
- Equality information and Objectives
- Special Educational Needs and (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three storey buildings and one single story building. One building has the upper levels accessed by a lift. The other building is rarely used by children.	No actions		
Corridor access	All corridors is well lit and is wheel-chair friendly			
Lifts	Yes one lift to top storey. Designed for wheel chair access.			
Parking bays	Not applicable/ no car parks			
Entrances	Floor of entrance is flat and wheel- chair friendly door and width. Well illuminated with external lighting and motion censored.	Reflect on Paxton height		

Ramps	One purpose-built ramp on south side from the MUGA into south side entrance to allow wheelchair access	Yellow border/ VI	SENCO to meet with VI/ HI team	
Toilets	3 disabled toilets for visitors, staff and pupils. In downstairs in Wymering building there are 2 wheelchair accessible toilets for pupils.			
Reception area	Fully accessible for wheelchair users including drop down desk	Hearing loop		
Internal signage	Fire exits are clear and illuminated.	Languages in other signs Size of signs		
Emergency escape routes	Are fire exit signage is photoluminescent. Emergency lighting for all if there is a power outage. Evacuation chair on both stairs in case of fire for staff, visitors or pupils with mobility issues or injury that effect their mobility in case of a fire.			