



ACCESSIBILITY PLAN

2023-2026

	Print Name	Signature	Date
On behalf of Headteacher	Simon Cotterill	Agreed at Governors Meeting	5 th December 2023
Ratified by Governing Body	Darren Abbott	Agreed at Governors Meeting	5 th December 2023

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We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion
- 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 and expanding it as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This plan 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 aids and equipment, which may assist these pupils in accessing the whole curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, 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.

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Accessibility Plan 2023-2026**

Target	Strategies	Outcome	Timeframe
Equality and Inclusion			
Accessibility Plan reviewed every 3 years by Governors	Accessibility Plan included in school policies review schedule	Adherence to current legislation	3 yearly review
Training to raise awareness of equality and disability will be provided as required.	Training for governors, staff, pupils and parents, LA support, as necessary	School community aware of issues relating to Access	Training to be on going
Review Inclusion Policy and Single Equality Plan periodically	Review policies with staff and governors	Policies reflect adherence to current legislation and statutory function	Inclusion Policy (annual) Single Equality Plan (every 4 years)

Target	Strategies	Outcome	Timeframe
Physical Environment			
School building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Accessibility of the site will be reviewed by the Health & Safety site inspection team taking into consideration immediate requirements and budget.	Relevant modifications will be made to the school building and site that are needed to facilitate ease of access for all	Reviewed 3 yearly or when immediate need.
Ensure that any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	As required

Target	Strategies	Outcome	Timeframe
Curriculum			
Continue training for teachers and support staff on different aspects of SEND including differentiation and adaptation when required.	Review the needs of children with specific issues, providing relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. This is an on-going process and needs and expertise will change with time.	On going
All out of school activities are planned to ensure the participation of all.	Review out of school provision	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 outdoor learning activities are planned and delivered to ensure full access and participation by all pupils.	Adaptations are made to tasks Venues for outdoor learning sessions are chosen or adapted accordingly Transport is provided to enable children to access activities in alternative locations	All children take part in and make valuable contributions to outdoor learning activities/days.	Ongoing
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils and adults alike.	Review classroom layout of furniture and equipment to support learning.	Lessons will start on time without the need to make adjustments to	On going

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		accommodate the needs of individual pupils.	
Learning resources are adapted to take account of individual pupil's specific needs.	Physical resources/manipulatives are provided to support with tasks. Classroom displays support learning of key knowledge and concepts Written resources are adapted accordingly.	Children are able to engage fully in all teaching and learning; children make at least expected progress and achieve their potential.	Ongoing
Access arrangements to meet individual's needs when taking assessments etc. will be applied for and support provided when required.	Inclusion Leader/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 reasonable adjustments will be made to support all children to achieve well.	Ongoing

Target Information	Strategies	Outcome	Timeframe
Make available school information for parents/carers in alternative formats and languages when necessary.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	As required

