

Newton-le-Willows Primary School & Nursery



Accessibility Action Plan 2022-2025

Status:	STATUTORY		
Responsible Person/People:	Mrs Chisnall Mr. Ibbotson, Mr. Brown Miss Mercer. School Staff		
Responsible Governor:	Mrs. Charleston		
Approved by:	Mr. Limb	Signature: <i>Gary Limb</i>	Date: Spring 2023
Last reviewed:	Spring 2022		
Next review:	Spring 2024		

Newton-le-Willows Primary School & Nursery

Accessibility Plan Spring 2022 - 2025

Aim: Improving the Physical Access

Target	Strategies/Action	Time Scales Short/medium/long term	Success Criteria
<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and non-readers/ASD/ADHD/sensory processing difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.</p>	<p>To be aware of the access needs of disabled children, staff, Governors and parents/ carers</p>	<ul style="list-style-type: none"> • Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. • Ensure staff and Governors can access areas of school used for meetings • Annual reminder to parents and carers through a newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school requires this. 	<p>As required</p>
			<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school. • PEEPs are prepared and reviewed as individual needs change

Maintain safety for visually impaired people.	<ul style="list-style-type: none"> • Check if any children/parents have a visual impairment resulting in yellow paint being needed on step edges and other edges. • Check exterior lighting is working on a regular basis. • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate. • Check flashing beacons that signal fire alarm activation regularly. 	Annually, and as new children join the school throughout the year.	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. • Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure there are enough fire exits around school that are suitable for people with a disability.	<ul style="list-style-type: none"> • Ensure staff are aware of need to keep fire exits clear. • PEEP plans 	Daily	<ul style="list-style-type: none"> • All disabled personnel and pupils have safe exits from school. • PEEP plans in place for pupils that require them.
Accessible car parking.	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. • The ramp into the main entrance allows access for those with wheelchairs/mobility issues. 	On-going	<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day.

Aim: Improving the Curriculum Access

Target	Strategies/Action	Time Scales Short/medium/long term	Success Criteria
All school visits and trips need to be accessible to all pupils.	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability. • Develop guidance on making trips accessible. 	On-going	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports. 	Annually	<ul style="list-style-type: none"> • All pupils have access to PE and are able to excel, for example via support from an adult.
Ensure disabled children can take part equally in lunchtime and after school activities.	<ul style="list-style-type: none"> • Discuss with staff who run out of school clubs, and discuss with external providers that run other clubs after school. Arrange for any additional resources/strategies to be sourced (staff CPD). • Ensure there is a way of getting children with mobility issues/ wheelchairs to the school hall, where sports clubs usually take place. 	As required	<ul style="list-style-type: none"> • Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues.	<ul style="list-style-type: none"> • Identify training needs at regular meetings. 	On-going	<ul style="list-style-type: none"> • Raised confidence of support staff from Lansbury Bridge support.
Ensure disabled children can move from classrooms to the hall.	<ul style="list-style-type: none"> • Make sure the corridor leading up to the hall is clear of obstructions. 	On-going	<ul style="list-style-type: none"> • Disabled children can get to the hall from the classrooms.