



Newdigate C of E (Endowed) Infant School

Accessibility Action Plan 2021-23

Agreed by staff: November 2021

Agreed by Governors: December 2021

Review Date: September 2024

Please note our pandemic response has prevented us from achieving some of our previous targets, these have been rolled forward and included in our new 3 year plan.



In God's hands we learn and grow

Newdigate Infant school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.



Newdigate CofE Infant School Accessibility Action Plan 2021/22/23

(Short term targets in blue, medium in green and long in orange)

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To develop strong and effective links with our main Nursery/pre-school feeders.	To identify pupils who may need additional or different provision. To have thorough and effective transition plans for identified children.	September 2021/22/23	HT/SENCo EYFS teacher	Any necessary procedures and templates are in place. Transition meetings are held with relevant staff and parents. Specialist professionals working with the children are identified and support transition.
To regularly review all statutory Policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT Governors	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with parents/carers	To ensure close collaboration and sharing between school and families.	Ongoing	HT All teachers	Clear, collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children	To ensure collaboration between all key personnel.	Ongoing	HT TA's	Clear, collaborative working approach.

with severe asthma, epilepsy or mobility issues	Arrange yearly training with school nurse for anaphylaxis/asthma training.		Outside agencies (School Nurse)	
To ensure full access to the curriculum for all	<p>Employment of specialist advisory Teachers, CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of relevant assessment systems to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Interactive ICT equipment • Specific equipment sourced from occupational therapy • ELSA support available for vulnerable/SEND children • 2 x yearly parent 'Inclusion Coffee Mornings' held (SENCo, ELSA); 	Ongoing	Teachers SENCO Ed Psych	<p>Advice taken and strategies evident in classroom practice</p> <p>SEN children supported and accessing curriculum.</p>
Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN pupils	<p>SENCO/Class teacher meetings/Pupil progress meetings</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents/carers</p>	Termly	Class teachers SENCO	<p>Progress made towards IEP targets</p> <p>Provision mapping shows clear steps and progress made.</p>

	SEND analysis used to highlight gaps and guide provision.			Annual reviews clearly outline targets and progress.
--	---	--	--	--

<p>To promote the involvement of disabled pupils in classroom activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (if necessary and where appropriate)</p> <ul style="list-style-type: none"> • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Speech and language support training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Providing positive images of disability within the school 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms</p> <p>Ensuring that the needs of all disabled pupils, parents/carers and staff are represented within the school</p>
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	Governor visits	Annually	LT, SENCo, governors	All children are able to be included in a broad and balanced curriculum and are making good progress
To deliver findings to the Governing Body	FGB meetings	Termly HT reports i	SENCO SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities.	Ongoing	Leadership team Governors	Enabling needs to be met where possible.
Ensure the environment is supportive and interesting but does not overload children with sensory processing difficulties.	Informative but natural displays in classrooms. Colour coded for subject information Inviting accessible role play areas	Ongoing	Teaching and non-teaching staff	Accessible and inviting classroom environment available for learning.
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> Where necessary create access plans for individual disabled children as part of ILP process Undertake confidential survey of staff and Governors to ascertain access needs and make sure they are met in the school environment and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met as far as possible given the physical limitations of the school building. 	With immediate effect, to be reviewed annually	Teaching and non-teaching staff	Enabling needs to be met where possible.

To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	Ongoing	HT Teaching staff	Pupils with medical needs are being met.
Access to during/after school clubs	Outside providers to outline how they are able to be inclusive of pupils with SEND. Children with SEND are able to join school clubs if they wish Ensure disabled pupils can take part in during/after school activities	Ongoing	Special Needs Coordinator PE Coordinator	Club leaders/outside agencies providing clubs
Ensuring disabled parents/carers have every opportunity to be involved	<ul style="list-style-type: none"> Communicate with parents with hearing problems via text or email, arrange for RNID interpreters for face to face meetings Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents. 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to be as involved in their child's education.
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve Community links	<p>School to continue to have strong links with the church and village, with the Dorking Schools Partnership and the wider community.</p> <p>Liaison between Newdigate Infant School and St. Michael's Infant School, Mickleham.</p>	Ongoing	HT Governors	<p>Improved awareness of disabilities in our immediate community and in the wider world.</p> <p>Improved community cohesion</p>
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playground and outdoor learning areas	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child- friendly play areas
Ensure all works completed on the premises reflects the needs of disabled users	e.g. DDA compliant, handles/vision panels at suitable heights	Ongoing as per project/according to School Development Plan	Bursar HT	All changes to the premises reflect the needs of disabled users

Aim 3 : To improve the delivery of information to disabled pupils and parents/carers.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Consider availability of and access to information to blind and hearing impaired stakeholders where necessary	<ul style="list-style-type: none"> Regular assessment of needs Regular consideration to font/size/typeset of school correspondence. Consult Physical and Sensory Support Visually Impaired/Hearing Impaired advisory teachers as necessary 	On-going	Bursar SENCo	Partially sighted/hearing impaired stakeholders have access to correspondence

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records that are shared with parents ensuring school's awareness of any disabilities highlighted and adjustments included.	Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher End of year class teacher meetings Annual reviews ILP meetings Medical forms updated annually for all children Personal health plans Significant health problems brought to the notice of each member of staff and info kept in separate file in staffroom/HT's office. 	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their class.
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Visibility of information (including signage) on display in school	Regular assessment of Need	Ongoing	Bursar Site manager SENCo	Visually impaired stakeholders can access information displayed around the school (including signage)