

**Newton Primary School
Accessibility Plan**

Targets	Strategies	Outcome	Timeframes	Goals Achieved
To ensure appropriate liaison with outside agencies	Outside agencies e.g. Health, DCC Inclusion Services, CAMHS, Fusion SEND Hub are used to support pupils access to the curriculum and remove barriers to learning	SENDCo Teachers Teaching Assistants Staff have time to liaise effectively	Ongoing	Pupils receive appropriate support and receive improved access to the curriculum to make progress from their starting point.
To provide appropriate resources which allow children with SEND to access the curriculum	SENDCo to audit resources available to meet needs. Discuss children's needs with staff & outside agencies. Plan intervention time.	All SEND children will have access to the curriculum and make good progress from their starting points.	Ongoing/in response to needs	Needs met of children with SEND
For effective pupil groupings to improve access to curriculum for all.	Pupils are taught in mixed ability classes, small groups and 1:1, as needed to meet needs.	SENDCo/SLT to deploy TAs effectively to support needs to be met. General Hours for TAs to supplement SEND (LA funded) hours – school budget.	Ongoing	Pupils receive an appropriate level of support to enable them to access the curriculum.
To improve the physical accessibility of the building ensuring access for all (in response to need)	Maintain handrails and ramps. Be aware of access needs of new pupils, staff & parents	School made easily accessible	Annual health and safety check. In response to need arising.	All areas accessible including ease of access
Ensure disabled toilet is accessible for use if needed	Clear floor space to allow free movement of wheelchairs	Toilet floor space cleared & accessible	In response to need arising	Disabled toilet in use and meeting need of person

To improve the acoustic & the visual environment (for the visually & hearing impaired)	Quiet heating systems. Carpeted floors in classrooms and corridors. Less background noise. Improved signage. Training for staff and advice as appropriate.	Improved daily environment	In response to need arising	
To monitor the intake of reception children	Liaise closely with pre-school/early assessment	All reception children have individual learning needs met and monitored for SEND provision.	Ongoing when need arises	All reception children's needs met

Provide ICT support for accessing the curriculum	Laptops and ipads available.	Computing support for access to the curriculum. Improved infrastructure.	Ongoing when need arises	Computing used effectively for accessing the curriculum
Ensure all school visits are made accessible to all pupils	Teachers ensure visits are appropriate for all & risk assessments are completed (Educational Visits software). Appropriate staffing ratios/extra staff	School visits are accessible to all pupils & teachers	Ongoing	All visits are appropriate
To reduce/remove barriers to learning to support the needs of all pupils (including those with disabilities)	Scaffolding Multi-sensory Chunking of information Small steps Explicit instruction Flexible groupings Cognitive and metacognitive strategies Using technology https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes Professional Development Training/staff meeting/inset days	Learning needs are met	Ongoing responding to need	Increased access to national curriculum /bespoke curriculum as appropriate to needs

To continue to support staff in meeting the needs of all children	Liaison with outside agencies (DCC Inclusion Services, Educational Psychologist) Dyslexia friendly school	All staff supported when teaching children who have additional needs	Ongoing	All staff confident in delivering teaching and learning strategies
To ensure PE curriculum is accessible and inclusive	Reasonable adjustments are made as required to meet needs and disabilities	HT and PE Lead	Ongoing	Children will access PE each week in a safe suitable environment.
For the school website to improve access to information for all parents	The Headteacher, Computing Lead and SENDCo to ensure that the website provides clear information that can be accessed by pupils	HT Professional Development time for staff	Web site development to be ongoing	All stake holders have access to the website.

Review: June 2028

Signed

Date