



## **Disabled Access Policy and Accessibility Plan**

Date Last Reviewed: **January 2023**  
Date Next Review: **January 2026**

Audience Open

# *Newnham Junior School*

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## **1. Executive Summary**

- **Definition Of Disability:** 'A physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'.
- **There are disabled students and staff in schools in the borough. The employer has a duty to allow them access to the school premises and to perform their duties and activities. This procedure describes the criteria for allowing suitable access to those with disabilities.**

## **2. Related Legislation**

2.1 Disability Discrimination Act 1995

2.2 Health and Safety at Work etc. Act 1974 (s2, 3 and 7)

2.3 Equality Act 2010

## **3. Access to Premises**

- The gate and the paths within the property have to offer sufficient room to allow entry for disabled persons and any relevant aids (e.g. wheelchairs) that they may have. The path is well lit.
- Where necessary, a permanent ramp with a slope of 1:15, with a non-slip surface, is available for those in wheelchairs to approach the property. The surface of the ramp is kept clean regularly and any exposed edge is protected so that a wheel chair would not fall off and also the edge cannot pose a trip hazard to those who walk on it. Temporary ramp (1:12) or wheelchair assisted ramp (1:6) can also be available where necessary.
- The keypad at the door to enter the building should be easily accessible.
- The doors of the rooms where the person should have access should be sufficiently wide so that an aid such as a wheelchair may have access.
- There has to be at least one allocated car parking space for disabled visitors and staff (also see 6.5 and 6.6). The disabled sign to be painted on the parking space.
- Unless they are capable of reaching all floors of the building, the seating needs to be on the ground floor.
- Drinking water and toilets should be easily accessible.
- Sufficient number of disabled toilets should be available.

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- Sufficient room and facilities are provided in the food serving areas for disabled people to consume their meals. Where necessary, the carer may feed the person.
- The Headteachers, carers and the parents would assess the needs of the disabled students periodically. Supervision and assistance is provided to disabled persons.
- The disabled persons, where possible, may take responsibility for the health and safety of themselves and others and co-operate with the Headteachers.

## **NB**

**Although the school will make all reasonable adjustments in order to meet the needs of pupils attending the school and explore all possibilities to accommodate them, there may be occasions when this is not possible. This will be discussed and communicated to the parties concerned.**

## **4. Emergency Arrangements**

- The emergency plan should state what actions are to be taken in an emergency as far as disabled persons are concerned.
- The person(s) should be seated near a Fire Exit if possible.
- Assistance should be given to evacuate buildings in the case of an emergency.
- Assembly points should be known and easily reached during evacuation of the building.

## **5. Access to First Aid and Medical Services**

- The First Aid facility of the establishment is aware of the disabled person(s) all past and present condition(s) and medical needs.
- The First Aid person is aware of what actions needs to be taken in the event of an emergency involving the disabled person(s).
- Details of the Next of kin are known to the First Aid person.

## **6. Transport**

- Travel by minibus or by any other means is supported by a risk assessment.
- Where relevant, (i.e. if a wheelchair is used), access to the vehicle is available via a lifting device or a ramp.
- The school vehicle should be designed to accommodate disabled persons.
- The driver and/or carer would be trained to care for the disabled passengers.
- At least one car parking space for visitors/staff to be provided for disabled users and this is to be situated near the reception/main building of the establishment.
- Parking space dimensions as recommended [Roy Cliss (01895 277547)] by the Hillingdon Borough Council are as follows. 2.4 metres wide, 4.8 metres long. Also, a 1.2 metre wide edge adjacent to two of the adjacent sides (looks like an `L') to be created for any wheelchairs or any other device to be set down.

## **7. Accessibility Plan**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

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, and 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the headteacher, the senior leadership team and the chair of governors

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

## **Monitoring arrangements -**

- This document will be reviewed every 3 years, but will be reviewed yearly to check success criteria is being achieved. It will be reviewed by the governing body and the headteacher. It will be approved by the governing body.

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## 8. Accessibility Action Plan

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

| AIM  | CURRENT GOOD PRACTICE  | OBJECTIVES  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE                                   | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA                            |
|--|--|---|---|--|-----------------------------|---|
| Increase access to the curriculum for pupils with a disability                   | Our school offers a differentiated curriculum for all pupils   | To ensure that all pupils have equal access to the curriculum.              | Audit and monitor PE, DT and Art curriculum for accessibility | Neil Wilkey<br>Dave Kent<br>Jo Miles<br>Jenny Wilson | January 2024                | PE, DT and Art are accessible.              |
|  | We use resources tailored to the needs of pupils who require support to access the curriculum  | All children can access the PE, art and DT curriculum                       | Purchase any required resources from audit                    |  |                             | Resources published                         |
|  | Curriculum resources include examples of people with disabilities  | Resources, pictures and videos are inclusive                                | Audit how this is shown in the 3 subjects                     |  |                             | Resources pictures and videos are inclusive |
|  | Curriculum progress is tracked for all pupils, including those with a disability<br>The curriculum is reviewed to make sure it meets the needs of all pupils | These two examples of good practice are fully embedded into school practice |   |  |                             |   |
| Targets are set effectively and are appropriate for pupils with additional needs |  | Children with additional needs have targets in their support plan           | Review support plans regularly and set new targets            | Raaj Majhail<br>Jenny Lovelock<br>Class teachers     | January 2024                | Evidence from support plans                 |

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| AIM   | CURRENT GOOD PRACTICE  | OBJECTIVES  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE  | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA   |
|---|--|---|---|---|-----------------------------|--|
| Improve and maintain access to the physical environment         | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets</li> <li>● Book shelves at wheelchair-accessible height</li> <li>● Visual contrast on stairs</li> </ul> | To regularly review our accessibility procedures.                       | Yearly review of accessibility with premises governors and site manager   | <p>Eddi Mansi<br/>Neil Wilkey</p> <p>Governors responsible for premises</p> | January 2024                | Access Audit Checklist reviewed 2023                         |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Pictorial or symbolic representations</li> <li>● Radio Aids for staff</li> </ul>                              | To improve the inclusivity of communications methods within the school. | <p>Audit where improvements can be made.</p> <p>Use a variety of examples of good practice to improve signage</p> | Neil Wilkey   | January 2024                | Different types of signage making the school more inclusive. |

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This document was approved and adopted by the governing body

Date

22/02/2024

Chair of Governors

Tanya Huehns

| <b>Date</b>    | <b>Status</b>                   | <b>Comments</b>  |
|----------------|---------------------------------|--|
| September 2018 | No changes                      | Reviewed by Phil Jones, Facilities Manager with no changes |
| January 2023   | Accessibility action plan added | Reviewed by FGB  |
| Jan 2024       | Approved                        | Minor changes  |