



ARTHUR'S HILL  
PRIMARY SCHOOLS  

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NEWCASTLE

## Accessibility Plan

### **Vision Statement**

We seek to raise aspirations, empower pupils, developing their capacity to make informed choices and lead a happy, healthy life. We embrace diversity, recognise individual needs and encourage all pupils to achieve their best.

High quality teaching ensures we deliver a rich and varied curriculum in an inspiring and creative way. Through their learning pupils become literate and numerate. They develop aesthetic, artistic, social and spiritual awareness. We nurture an understanding of fairness and respect for others. Working together with the whole school community ensures success.

### **Relevant School Aims**

- To ensure education is based on inclusivity and promotes excellence in all aspects for all pupils in our schools.
- To provide outstanding provision which maximises opportunities for all pupils, parents and the wider community
- To ensure the principles of Every Child Matters are at the heart of the shared policy and practice and all pupils feel safe and cared for.
- To use and share extensive expertise to remove barriers to learning.

At the Federation of Arthur's Hill, we are committed to delivering an inclusive curriculum and increasing access to the school's facilities by:

- a. Increasing the extent to which disabled pupils participate in the curriculum.
- b. Improving the physical environment of the school.
- c. Improving the delivery to disabled pupils, parents and visitors which is already available to those who are not disabled.

At the Federation, our policies are regularly reviewed. This plan reflects current practice within school and all related government guidance and statutory requirements.

## **Contextual Information**

The Federation of Arthur's Hill is made up of two primary schools, Moorside Community Primary School and Westgate Hill Primary School. Both schools cater to a diverse population and over time the schools have supported children with a wide range of needs. Some parents may also have additional needs and many families are in the early stages of learning English. Some, but not all, of these families read and write another language.

## **Curriculum**

The following elements of good practice are in place at the Federation of Arthur's Hill Primary Schools:

- Quality first-wave teaching led by skilled teams of teachers and teaching assistants
- Comprehensive tracking systems and data analysis (including data on future pupil population) facilitate advanced planning.
- Differentiated curriculum to enable all children to feel secure and make good progress.
- Appropriate access arrangements for pupils taking part in statutory tests, in line with local authority and government guidance.
- Liaison with a wide range of professionals including external services and agencies and specialist support services
- Experienced Deputy Head who leads SEN Support
- Specialised SEN staff employed to work with particular children and groups
- Specialist resources to meet specific needs, as and when appropriate.
- Regular progress reviews with parents and other agencies

## **Physical Environment**

### Westgate Hill Foster building – Playgroup and Primary School Accommodation

- Wheel chair access via entrance and internal lift to upstairs learning areas.
- Designated disabled parking.
- Disabled W.Cs on ground and first floor.
- Carpeted offices and learning areas, improving acoustics.
- Fire procedures include arrangements for evacuating pupils with additional needs (PEEP)
- Audible fire alarm, disabled person's refuge and evacuation chairs provided.

### Westgate Hill Victoria building – Primary School Accommodation

- Wheel chair access via ramps at the front entrance and internal lift to all learning areas.

- Designated disabled parking.
- All door furniture accessible from a wheelchair
- Disabled W.Cs on all floors.
- Carpeted offices and learning areas, improving acoustics.
- Fire procedures include arrangements for evacuating pupils with additional needs (PEEP)
- Audible fire alarm, disabled person's refuge and evacuation chairs provided.

#### Moorside Community Primary School – Playgroup and Primary School Accommodation

- Single-floor accommodation, with wheel chair access via main entrance.
- Designated disabled parking.
- Carpeted offices and learning areas, improving acoustics.
- Fire procedures include arrangements for evacuating pupils with additional needs (PEEP)
- Audible fire alarm and associated signal for the Lawrence Meadow

#### **Information**

The schools provide written information in the form of letters and posters. Displays and school signage include some key words in other languages. The schools have a number of bilingual members of staff who can provide additional first-language support. The school has a website which contains key information and policies.

Action plan for improving accessibility

Objective	Strategies	Timescale
<p>To improve access to curriculum by:</p> <p>Continuing to provide specialist resources for specific difficulties</p> <p>Ensuring children with additional needs attend school as regularly as possible.</p> <p>Ensuring children with additional needs can access school journeys as fully as possible.</p> <p>Improving all pupils' understanding and awareness of disabilities.</p>	<p>Act on advice from educational psychologist and other professionals about specific equipment needed e.g. writing slopes, scissors, pencil grips, coloured overlays.</p> <p>Monitoring attendance data for pupils with special educational needs and disabilities and identifying patterns and trends.</p> <p>Develop detailed access plans to ensure pupils with disabilities can access school journeys.</p> <p>Provide assemblies and pupil workshops on Difference and Disability in KS1 and KS2.</p>	<p>July 2016</p>
<p>To improve the physical environment by:</p> <p>Ensuring that ....</p>	<p>Accessible toilets are kept clear and are clearly signed.</p> <p>Designated parking spaces are always available for wheelchair users.</p> <p>There is an agreed protocol for greeting wheelchair users and providing an induction to the building e.g. ensuring they can access working areas and fire exits.</p> <p>Continuing to train staff members of staff in using the evacuation chairs.</p>	<p>July 2016</p>

<p>To improve the quality of written information for pupils, parents and visitors with additional need by:</p> <p>Ensuring all written communication is as clear as it can be for all groups of children/families</p>	<p>Make written communication clear by:</p> <ul style="list-style-type: none"><li>• Altering font size, colour and layout in written communication.</li><li>• Keeping text simple and jargon-free.</li><li>• Supporting text with graphics where possible.</li><li>• Providing translation of written text on website.</li></ul>	<p>July 2016</p>
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