

Accessibility Plan

3-year period covered by the plan 2023 - 2026

Aims

New River College (NRC) is an inclusive school, and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access, equality, and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We provide a therapeutic environment for pupils and promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Legislation and guidance

The Disability Discrimination Act 1995 (DDA) as amended by the SEN (Special Educational Needs) and Disability Act 2001 (SENDA) introduced a legal requirement on all schools to increase accessibility for disabled pupils. This requirement is now included in the Equality Act 2010.

This accessibility plan meets the requirement of the Equality Act 2010: Schedule 10, Paragraph 3 <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>, the Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 <https://www.legislation.gov.uk/uksi/2005/3221/made> and the Department for Education (DfE) guidance for schools on the Equality Act 2010. <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

All schools are required to produce a written Accessibility Plan. The school's policy is to meet all legal requirements in this area. This Accessibility Plan sets out how the school is planning to meet the needs of disabled pupils and increase accessibility for them.

The Plan will be made available to interested parties at all reasonable times as required under the legislation.

The planning duties of the DDA make three requirements of the Governing Body: -

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement, and review their accessibility plan, as necessary. This plan will be monitored and evaluated by the Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

A person has a disability if he or she has a physical or mental impairment that has a substantial, long-term adverse effect on his or her ability to carry out day to day activities – the Disability Discrimination Act, 1995 definition of disability.

New River College Equalities Policy ensures that there is no discrimination against any individual or group within our community. The school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education, or the support

they receive than people without a disability. Meeting these requirements is consistent with the school's SEND (Special Educational Needs and Disabilities) Policy as well as its Equalities Policy.

The school context

New River College is a consortium of three alternative provisions. The primary provision is for young people from ages 5 to 11 (reception to Year 6). All pupils have SEN with the main need around their social, emotional, and mental health (SEMH). A very high proportion have additional diagnoses including autism and/or ADHD. Almost all pupils have an Education, Health Care Plan (EHCP). Ensuring our pupils and families have full access to the curriculum, physical environment and full access to information is at the heart of what we do.

Access to this Plan

The plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it. We will also share this plan to any parent of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Current good practice

NRC School was built in 2017 and is a fully accessible site, if fully DDA compliant and in line with building regulations.

- NRC (New River College) Primary is a fully accessible site with step free access on all entrances including the classrooms from the playground.
- The main building shared with another school on the first floor with NRC Primary entirely accommodated on the ground floor.
- The entire site provides easy access for a pupil experiencing any form of special need including visual needs and physical needs
- All route ways around the site are wide and spacious with flat floor surfaces
- Lighting is high quality
- Classroom spaces all provide easy access with wide door entrances
- As all NRC pupils have a special education need or an EHCP all class sizes are no more than 6 pupils with additional breakout rooms for smaller 1:1 opportunity.
- Due to the complexity of our pupils NRC has a much higher pupil: staff ratio of at least one teacher and two learning assistants for 6 pupils.

Classrooms

- All classrooms are fully accessible.
- The classrooms are well lit with overhead lights, and large windows and roller blinds are available to reduce the levels of sunlight and glare as desired.
- All furniture is fully accessible to meet pupil's needs.
- Classrooms have interactive monitors installed (May 2017).
- Pupils sit at small group learning tables or in pairs at one table.
- The sports hall is very large and brightly lit.
- Pupils follow a broad range of sporting options.
- The recommendations for displays around the school also facilitate therapeutic and accessible environments

Toilets

- NRC is well served by banks of toilets on the main corridor.
- The toilets are always monitored by a member of staff.

- There is a key operated disabled toilet.
- There are a number of toilets accessible to all

Playground

- A range of outdoor spaces are available for pupils
- Seating is available in the form of benches
- Water is available with sinks in all classrooms
- All external surfaces are flat, and the external environment is very spacious

Stairs

- NRC occupies a large site which is step free throughout.
- Staircases / sets of steps are all yellow edge marked on the top and bottom of each stair / step.
- All stairs / steps have safe handrails and visual posters to remind the pupils to walk on the left-hand side.
- All stair has evacuation chairs and safety points. Staff and pupils are briefed as to when and how to use these

Fire Evacuation

- Where needed, pupils with significant medical / mobility needs have an individual evacuation plan
- A lift is available in the main building for designated users; however, these cannot be used in the event of a fire (not fireproof), but users have a specific evacuation procedure for each pupil.

Dining Room

- Large open plan area with easy access for all pupils.

Transport

- The local authority (LA) where the pupil(s) lives arrange transport for pick up and dropping off pupils at the main entrance, pupils are then met by relevant members of staff
- NRC school has a designated parking bay for visitors with a disability.

The Accessibility Plan will be shared with Senior Leadership and will inform relevant aspects of the school's development plan. It will be made available to Ofsted and the LA on request. The Accessibility Plan should be read in conjunction with the following policies: -

- Equalities Policy
- SEND and Inclusion Policy
- Curriculum Policies
- Anti-bullying and Behaviour policy
- Managing Medical Conditions in School
- Intimate Care Policy
- Gender Inclusion Policy

Advice

The school regularly seeks advice from the Bridge Outreach Service enabling the school to regularly review its overall practice and individual needs of specific pupils.

Policy written	November 2023	
Policy reviewed by	November 2026	
Executive Head teacher	Nigel Smith	Date:
Chair of Governors	Sean McLaughlin	Date:

New River College Accessibility Plan

1. To increase the extent to which disabled pupils can participate in the school curriculum.					
Our aim at New River College 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.					
Target / Issue	Lead	Strategy / Action	Resources	Timeframe	Success criteria
Increase access to the curriculum for pupils with SEND and/or a disability.	SENCO DHT teaching and learning	- High expectations with an academic and personal development curriculum aspiring for all to achieve age related expectations. - Wide range of extra-curricular and bespoke curriculum offers used to meet the individual needs of pupils. - Working with local authority consultants, school networks e.g., ELAP, and other schools to learn and adopt best practice in supporting pupils with SEND to achieve. - All pupils have a pupil passport drafted by the SENCO (Special Educational Needs Co-ordinator) and shared with all staff. - Information sharing in briefings daily on pupils' presentation and adaptations to be made. - Pupil focus (every three weeks) for targeted pupils requiring bespoke support to meet their needs. - Reflective practice for staff to support them in meeting the needs of pupils. - TAS (Team around the School) meetings every three weeks fully involve multi-agency partners (CAMHS, EPS, Family support, LA SEN team, speech and language therapist etc) in assessment, advice and support to meet pupils needs in accessing learning.	Directed time / school calendar dedicated meetings focused on meeting pupils needs to increase access to the curriculum. Service Level agreements with multi-agency partners. NRC Outreach team	Ongoing	Internal and external monitoring and review including OFSTED verify pupils are accessing a broad and balanced curriculum and making good or better progress. Individual targeted pupils access a bespoke offer to with impact on their attendance, participation and achievement. Pupils are more able to access the curriculum / Extra-curriculum regardless of their SEND. Almost all pupils achieve their SEN targets, most achieve progress in line with national expectations (one year progress in a year), some pupils progress exceeds national

		Support, advice and information from NRC outreach team for pupils transitioning in and out of NRC.			expectations for pupils without SEND.
SEND and Medical register and information on children with additional needs to be updated	SENCO	- Ensure SEND register reflects current pupils support needs. - Annotate SEND register with relevant developments. - Ensure Medical register and Care plans are up-to-date and HCPs are on display. - Meet with parent/carers of children whose care plans/documentation needs updating on induction and annually.	Support from school nurse. HCPs (Health Care plans) Documentation for administering medication First aid training for staff	Ongoing	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class. Up to date school medical needs policy. Asthma friendly school Award.
Improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with SEND	SENCO DHT Co-heads of Centre	- Audit staff current skills, training and experience –decide on whether to augment these through training or employment of a specialist with these skills and experience. - CPD programme including; therapeutic schools Award and Nurture Schools UK, training to target restorative work, relationship repairs, Team Teach de-escalation techniques, that is responsive to needs of pupils and staff. - Internal and external training from outside agencies- Bridge Outreach support team (Autism), Samuel Rhodes Outreach team (MLD), Speech and language, EPS etc - Learning assistants training on adapting lessons for their 1:1 pupils. - Staff meetings addressing inclusive practice and SEND procedures. - Annual first aid training and training for all staff on Asthma, use of EpiPens and anaphylaxis.	Therapeutic Schools Award Training for SENCOs as Senior Mental Health Lead (SMHL). SLA's with CAMHs, EPS, Family support team. Support from NRC outreach team, Bridge Outreach team, Samuel Rhodes outreach team.	Ongoing	Staff confidence in adapting the curriculum is improved. Greater awareness of and confidence in teaching and Supporting pupils with SEND amongst teaching staff. Staff are secure in the skills and techniques needed to ensure pupils with SEND maximise their access the curriculum and extra-curriculum activities. School achievement of therapeutic school's award and Nurture UK.

		• Ongoing support for school staff to embed the practices and approaches within the therapeutic school's award and Nurture UK. • SENCO attends local authority SENCO network meetings and Future Zone SENCO training to bring and share best practice in to NRC.			
Use of specialised equipment to benefit individual pupils and staff	SENCO	• Sensory corners in each classroom. • Sensory activities at the start of the day and transitions. • Sensory integration activities and resources available e.g., fidget toys • Communicate-ed (Widgit), visual timetables.	Cost of resources	Ongoing	Children have appropriate equipment and resources which supports their learning and remove barriers to learning.
Range of intervention programmes and catch up to support individual pupils	SENCO Teaching staff	• Academic catch up and support intervention programmes e.g., Phonics, multiplication, reading interventions. • Personal development interventions e.g., mentoring, restorative, social stories, zones of regulation, Lego therapy, music therapy.	Costs of music therapy	Ongoing	Pupils gain targeted intervention sessions for their academic and personal development that have a positive impact on their progress.
Ensure access for all children to after school club and physical education opportunities e.g., swimming, PE.	Sports coordinator Co-HOCs	• Weekly swimming sessions for all pupils supported 1:1 where needed to access this. • Promoted member of staff as sports coordinator to work with pupils across the school to access a wide range of sporting and physical education. • All pupils involved in tournaments and access coaching in different sporting skills throughout the year.	Costs and SLA with Islington Swimming	Ongoing	All pupils access a wide range of sporting and PE activities. Pupils feel safe and involved at playtimes

2. Improving access to the physical environment					
To review all pupils needs to ensure the physical environment is not a barrier to access.	SBM Engie	Termly H&S audits carried out to review the physical environment.	Meeting schedule	Ongoing	The school environment is not a barrier and enables all pupils to access the curriculum, pastoral support and meet their SEMH needs. Pupils are happy with their school environment.
Implement sensory circuits in all classrooms to support pupils SEN	UPS Target Co-HOCs	- Install sensory circuits in all classrooms - Train staff on using the sensory circuits - Review access of sensory circuits to pupils - Install sensory circuit in the main corridor	Costs Staff CPD	Ongoing	Pupils access the sensory circuit supporting SEN needs and regulation in classroom
3. Improve the access and delivery of information to pupils with a disability					
To improve the delivery of information for disabled pupils and parents					
Review documentation on website to check accessibility for parents	CO-HOCs DHT	- Ensure documents are accessible to everyone using commonly known vocabulary. - Staff aware of parents who may need support in accessing materials and assist with this.	Meetings schedule to review and amend website information.	Ongoing	All parents will be able to be aware of what is happening at school via the website.
Revisiting communication across the school to ensure all staff are aware of how best to support pupils and families to access all information shared by school.	Co-HOCs	- Advice from Outreach services. - A stock of information stored in different formats. - All pupils access to a Chromebook from the school. - Use Widgit to make classroom resources (e.g., word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit.	Communicat-ed resources	Ongoing	Parents and pupils are able to access all information

Ensure written materials are available in alternative formats	Co-HOCs	• Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. • Use of interpreters where needed • Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers • Invite parents in who may need support completing forms.	Time for office staff Cost for interpreters Time for staff to adapt information and formats.	Ongoing	Parents are able to access all information
---	---------	--	--	---------	--