



Newbald Primary School

Accessibility Plan

Date Reviewed	Spring 2024
Chair of Governors	
Head	
Date to be reviewed	Spring 2027
Notes	
Statutory/Mandatory	YES/NO
Display on Website	Ofsted requirement

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1. Aims

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Newbald Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We endeavour to ensure there are no invisible children here, and recognise everyone's uniqueness and individuality. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This 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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Headteacher
- School Business Manager
- SENDCo
- Chair of Governors
- SEND Governor
- Health & Safety Governor

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We ask about any disability or health condition in early communications with new parents/carers as part of our school admission procedure, and in transition communication with the Area SENCO and LA EYFS Team. We use resources tailored to the needs of pupils who require support to access the curriculum. Where appropriate, we work with external professionals to support children with SEND. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all.	To ensure smooth transitions and early identification of accessibility need.	Planned visits for new pupils and parent meetings in order to identify early any accessibility needs. Further transition support provided where appropriate.	Headteacher EYFS Teachers SENDCo	Ongoing
		To continue to develop and maintain effective communication and engagement with parents.	Regular meetings with parents/carers, with a minimum of termly Passport to Success (PtS) review meetings.	Headteacher SENDCo Class Teachers	Ongoing
		To ensure effective use of resources to increase access for all to the curriculum.	Review and ensure appropriate deployment of support staff/other resources. Where needs arise, provide training for staff in order that they are able to increase access to the curriculum for all/individual pupils. Access support from specialist services as and when required.	Headteacher SENDCo Class Teachers	Ongoing

		To ensure adaptations are made to the curriculum to meet individual needs of learners.	Adaptation and differentiation of teaching & learning within the curriculum. SEND Provision Mapping PtS for pupils with Additional Need /SEND Use of appropriate interventions Speech & Language Therapy Programmes Use of access arrangements for assessment/ National tests	Headteacher SENDCo Class Teachers	Ongoing
		To ensure extra-curricular activities offered are inclusive.	Activities to be offered inclusively. Risk assessments to be carried out appropriately	Business Manager Headteacher SENDCo Staff leading extra curricular clubs	Ongoing
		To continue to raise awareness of pupils and staff of the contribution that people with disabilities make to society. To review curriculum resources and ensure they include examples of people with disabilities.	Explore opportunities for guest speakers to visit school and speak to pupils and staff. To audit resources subject leads to ensure they include examples of people with disabilities. Ensure opportunity for people with disabilities appear on some school displays (where appropriate) e.g. Stephen Hawking and Chris Packham on inspiration people display.	Headteacher Class Teachers Subject Coordinators Leader of Learning SENDCo	Ongoing

Improve and maintain access to the physical environment	The school was built in 1914 and is a single storey building which includes: • 3 Ramps • A Corridor wide enough to accommodate wheelchair access. • Disabled parking bay • Disabled toilets • Changing facilities	To audit the school environment and consider where adaptations could be made to meet the needs of pupils as required.	School to carry out an environmental audit and consider adaptations as and when required according to pupil needs.	Business Manager Headteacher SENDCo	Ongoing
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible including: • Using visuals Enlisting the help of external providers, e.g. SALT therapists	To consider the areas in school where the use of specific resources would support children with SEND as required.	School to carry out an environmental audit and provide resources to support SEND pupils as and when required.	Headteacher SENDCo	Ongoing

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- SEND Information Report
- Supporting pupils with medical conditions policy
- School Development Plan

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building	None	n/a	ongoing
Corridor access	One long corridor through school wide enough for wheelchair access.	None Monitor and ensure that corridors are kept tidy and are not used to store unnecessary items that could potentially block access. Review Regularly	Business Manager	ongoing
Parking bays	9 1 disabled 10 in total	None Car park marking recently refreshed Monitor and ensure that staff / visitors do not park in non designated areas e.g. blocking playground access gate Review Regularly	Business Manager	ongoing
Entrances	Four	None Monitor functionality of electronic entrance doors and maintain as necessary. Review Regularly	Business Manager	ongoing
Ramps	Three	None Review Regularly	Business Manager	ongoing
Toilets	Class 1 toilets – 2 stalls Girls toilets – 5 stalls Boys toilets – 3 stalls Staff toilet/disabled toilet - 1(Changing and shower facilities available in this space)	None Use of disabled toilet opposite hall allocated should a non-binary or transgender person visit or attend Review Regularly	Business Manager	ongoing

	Disabled toilet - 1			
Reception area	Accessible via a ramp and electrical doors.	None Monitor functionality of electronic entrance doors and maintain as necessary. Review regularly	Business Manager	ongoing
Internal signage	Fire Exits	None Review regularly	Business Manager	ongoing
Emergency escape routes	Six	Monitor and ensure always accessible and clear Review regularly	Business Manager	ongoing
Playground Lighting	External lighting on building Battery sensor light on gate to bottom of the playground.	Caretaker to monitor the battery light and replace batteries as needed to provide lighting to gate during the winter months. Review regularly.	Caretaker	Ongoing