Newberries Primary School

Accessibility Plan

Updated: March 2026	**Review Date: March 2029**
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Headteacher Signature: *Mrs A Traxon & Ms Peters*	**Chair of Gov Signature:** *J Handel & F Pang*

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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.

We believe that all members of the school community including pupils, parents, staff, governors and other community members are entitled to be treated with respect and appreciation for the contribution they make to the school. With that entitlement comes the responsibility to treat others with the same degree of respect and appreciation. All members of the community are expected to take seriously their entitlements as well as their responsibilities in this regard. We work together by taking pride in our uniqueness as individuals and by enjoying and celebrating the differences of others.

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 pupils, parents, staff and governors of the school.

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 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 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

Increase access to the curriculum for pupils with a disability	1. Our school offers a scaffolded and adaptable curriculum for all pupils 2. We use resources tailored to the needs of pupils who require support to access the curriculum 3. Our school considers the needs of pupils when allocating seating positions within the classroom 4. Curriculum resources include examples of people with disabilities 5. Curriculum progress is tracked for all pupils, including those with a disability 6. Targets are set effectively and are appropriate for pupils with additional needs 7. The curriculum is reviewed to make sure it meets the needs of all pupils.	1. All teachers provide scaffolds and adaptations within lessons to support pupils' access to learning. 2. Any children with needs will be provided with work that is scaffolded and reasonably adjusted to meet their needs. 3. Jigsaw scheme of work for PSHE is taught in all year groups and images used in other curriculum areas include people with disabilities. 4. All pupils tracked by SLT and teachers attend Pupil Progress Meetings to discuss attainment and progress of all pupils. 5. Teachers set targets for pupils with additional needs using Support Plans. 6. Teachers capture adaptations used to support pupils, via at Pupil Snapshot 7. Regular curriculum reviews take place as part of Subject Leader ongoing monitoring.	1. Ensure planning and activities set in books showcase activities which address misconceptions, pre-learning and appropriate level of support and/or challenge 2. Ensure that children with SEND are supported through visual aids, scaffolds, templates and hands on learning activities. 3. All teachers follow the Jigsaw Scheme of Work and participate in relevant training to support positive wellbeing and SEMH as well as British Values in class. 4. Class teachers use summative and formative assessments to assess their pupil's attunement and progress each term. Class teachers then feedback to SLT at termly Pupil Progress Meetings. 5. Class teachers follow the graduated response 'Assess Plan Do Review' cycle to write Support Plans 6. Class teachers and Pastoral/Inclusion lead review adaptations used to support pupils by ensuring Pupil Snapshots are updated termly	1. Class teacher 2. Class teacher & SENCO 3. Class teacher & PSHE Lead 4. Class teacher & SLT 5. Class Teachers & Senco 6. Class Teachers & Pastora l /Inclusion Lead 7. Class Teachers & Subject Leaders

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
			7. Subject Leaders to follow subject monitoring termly timetable and feedback to SLT	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: 1. Step-free front entrance to the school 2. Step-free entrances to our Reception, Year 1, Year 2 and Year 4 classroom 3. Alternative step-free entrances for the Year 3, Year 5 and Year 6 classrooms if necessary 4. Wide corridor widths 5. Disabled parking bays available upon request 6. Access to members of the community, who have additional needs i.e. disability/pregnancy/recent injury into our carpark upon request 7. Disabled toilets facilities 8. Shelving and classroom resources having the opportunity to be at wheelchair-accessible height when needed	School office to evaluate any requirements that have been collected through the Pupil Data Collection Form each time pupils, staff and parents are new to our school.	Continue to assess the needs of all pupils as well as potential needs of the school community and enhance our school physical environment as necessary.	School office Site manager

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This may include: ● Internal signage ● Large print resources ● Pictorial or symbolic representations ● signs in a variety of languages ● High visibility equipment At present, our pupils nor members of the school community, need: ● Braille ● Induction loops	School office to evaluate any requirements that have been collected through the Pupil Data Collection Form each time pupils, staff and parents are new to our school.	Continue to assess the needs of all pupils as well as potential needs of the school community and enhance our school physical environment as necessary.	School office Site manager

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Mrs A Traxon, Ms N Peters (Headteachers) and the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy