

Accessibility Plan

2025- 2028

Newfield Primary School



Approved by:	Maranda Ikpeba	Date: March 2025
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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.

Our guiding principle is one of inclusion. We value all the pupils in our school equally and want to identify and break down possible barriers to learning.

Every pupil with a disability in our inclusive school has an entitlement to fulfil his/her optimum potential. The School Vision is based upon the following values: Ambition, Achievement, Belonging, Enjoyment, Kindness, Resilience, Respect and Tolerance and the school vision statement, detailed below, further underpins our key principles of equality and inclusion.

The Newfield Vision:

- To nurture **AMBITION** in our children by ensuring that all pupils have a sense of **BELONGING** in a learning community where they are empowered to **ACHIEVE** the very best that they can.
- For staff, pupils, parents, governors and the community to show **RESPECT** for each other. We aim to be a cohesive school knitted together with **KINDNESS**.
- To provide an engaging, stimulating and challenging curriculum to overcome barriers to learning so that all pupils can experience **ENJOYMENT** and **RESILIENCE** for life-long learning.
- To create a culture of **TOLERANCE** where the beliefs, thoughts and ideas of all members of the school community are respected.

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	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To be aware of the access needs of disabled children, staff, Governors and parents/ carers	<ul style="list-style-type: none"> • Ensure school staff & Governors are aware of any access issues • Create access plans for disabled children as part of the SEND process • Ensure staff and Governors can access areas of school used for meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school has a physical disability • Communication in print around school to help children’s understanding and visual recognition. 	Ongoing	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils’ needs. • All staff & Governors are confident that their needs are met. • Parents have access to appropriate areas of school • Continuously monitored to ensure any new needs arising are met. • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges 	Ongoing	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year

AIM	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> • All stakeholders with a disability have safe exits from school
Whole School Evacuation	<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Ensure all children with hidden disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed. These should be shared with relevant staff and kept in class context folders. • Social stories to be written and shared with children as appropriate. 	Annually and as new children join the school throughout the year	<p>All children with a physical disability can be safely evacuated.</p> <p>All children with a hidden disability can be safely evacuated.</p>

AIM	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Access to learning/ in class provision	<ul style="list-style-type: none"> • Review access to curriculum within class sessions for children with SEND • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENCO. • Continue to liaise with external professions e.g. SALT/OT/ BVIS to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations 	Ongoing	<ul style="list-style-type: none"> • All pupils have equal access to a broad and balanced curriculum
Continue to ensure school visits and trips are accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities and hidden disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND • Social stories to be written and shared with children as appropriate. 	Ongoing	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities

AIM	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure children with disabilities can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Ensure pen portraits are shared with staff who run out of school clubs and people running other clubs after school/ during lunchtime 	Ongoing	<ul style="list-style-type: none"> • All children feel able to participate equally in out of school activities
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> • Identify training needs at regular meetings 	Ongoing	<ul style="list-style-type: none"> • Raised confidence of staff
Communication with Parents	<ul style="list-style-type: none"> • Ensure parents are aware of our SEND offer (currently on the school website). • Ensure parents know how contact/ meet with the SENDCO • Parents meet regularly with SENDCO to access further support and advice. 	Ongoing	<ul style="list-style-type: none"> • Parent/school communication is strong • Parents confidently contact SENDCO for support and advice.
Pupil Voice	<ul style="list-style-type: none"> • Children with disabilities are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed. 	Ongoing	<ul style="list-style-type: none"> • Children's voice is heard and acted upon

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 the governing board and the headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Special educational needs and Disability (SEND) information report
- Special Educational Needs and Disability Policy
- Supporting pupils with medical conditions policy