

Newhaven School

Accessibility Plan 2022 – 2025

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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.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Newhaven School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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. (see Equality Statement)

Newhaven School is part of the Local Authority of the Royal Borough of Greenwich. 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 Local Authority, pupils, parents, staff and members of the Management Committee

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

Development Area	Target	Strategy	Outcome	Timescales	Success Criteria
Curriculum Delivery	All classrooms are optimally organised to promote the participation and independence of all pupils	Review and guidance from specialists used to arrange classrooms for maximum benefit to learners with disabilities	Classrooms fully accessible	2024/ 2025	<ul style="list-style-type: none"> Learners access a range of classrooms Classrooms are arranged to facilitate access Classrooms support a range of learning styles
	The curriculum reflects an understanding and tolerance of disability and disabilities	All schemes of work incorporate inclusivity and reflect opportunities for debate, discussion and learning about others	Schemes of work adjusted and reviewed	Ongoing	<ul style="list-style-type: none"> All Schemes of Work updated Schemes of Work identify areas for greater inclusivity
	Improve access to computer technology appropriate for pupils with disabilities	<p>Review current technologies provision for all learners with disabilities</p> <p>Learners have access to own technologies</p> <p>Resources are available online via digital learning platforms</p>	Students are able to access the learning on a device that suits and engage in differentiation independently	2023/ 24	<ul style="list-style-type: none"> Students can access appropriate technology Chrome book training in place Targeted software used by individual students
Curriculum Delivery/ Delivery of materials in other formats	Teaching staff have increased understanding of support needs and plan to take this account in lesson construction	<p>All teachers use Pupil Profiles (or their equivalent) too underpin learning experiences</p> <p>SEND information updated and strategies reviewed termly</p>	<p>All students are supported through identified learning strategies</p> <p>All lessons are</p>	Ongoing	<ul style="list-style-type: none"> Pupil Profile procedures regularly reviewed Lesson Observations demonstrate use of profiles for effective

			fully inclusive		planning
	Teaching staff differentiate and task adjust the curriculum to meet needs of learners with disabilities	Continuous programme of professional development to train all staff in implementing differentiation across the curriculum	All teachers are trained Teachers access other professionals to support meeting needs	2023	<ul style="list-style-type: none"> • Staff training identified and delivered • Other professionals identified to support training
	Written materials area adapted to suit learning need	Review current assisted technology available to support adaptation of written materials Continued staff training on adapting written materials	All teachers use appropriate assisted technology to support written materials	2023	<ul style="list-style-type: none"> • Staff training identified and delivered
Wider School Community	Improved availability of written materials (school brochures, newsletters, additional information) in alternative formats (including adaptations for visually impaired)	Collaborate with Local Authority SEN/ Children's Services to access translation Use online translating services Use visual software programs to support written communication	Written materials are accessible and alternative formats are in place	Ongoing	<ul style="list-style-type: none"> • Availability of written materials increased • Demand for alternatives has improved
	All additional adults working at or for the school have improved understanding of learners with disabilities and accommodate for need accordingly	Identify cohort of additional adults Staff training for additional adults based in school	Training ensures additional adults have thorough understanding of disabilities and	Ongoing	<ul style="list-style-type: none"> • Staff training identified and delivered

			necessary accommodations made in lessons and beyond		
	All planned out of school visits, extra curricular activities increase wider participation of learners with disabilities	<p>Review all out of school provision</p> <p>Review Risk Assessment procedures to increase participation</p> <p>Target parents to increase participation in out of school, school visits and extra-curricular activities</p>	All school visits, extra curricular activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements	2023 - 2024	<ul style="list-style-type: none"> ● Risk Assessment Policy updated ● Parental Engagement improved ● Out of school provision widened
School Design	Improved accessibility for students with disability	Review all accessibility issues and potential obstacles in any proposed changes to layout	Accessibility meets legislative standards	2025	<ul style="list-style-type: none"> ● Building reflects increased accessibility
	Adapted sensory spaces to support learners with disabilities	<p>Identify areas for sensory spaces</p> <p>Review needs of students accessing sensory spaces</p> <p>Equip all identified sensory areas</p>	Sensory spaces identified and resourced	2024	<ul style="list-style-type: none"> ● Building reflects increased accessibility ● Sensory spaces used regularly to support regulation
	All facilities are accessible to students with a disability	Accessible toilets to remain locked with designated staff assigned to toilet duties	All facilities are disability compliant	2024	<ul style="list-style-type: none"> ● Building reflects increased accessibility
	The needs of hearing impaired students are met	Regular review and implement interventions in conjunction with Sensory Impairment Services managed by the SENCO	All hearing impaired students have equal access to the curriculum	Ongoing	<ul style="list-style-type: none"> ● Building reflects increased accessibility

			and resources that support progress		
	The needs of visually impaired students are met	All areas of the site to meet RNIB standards	All visually impaired students have equal access to the curriculum and resources that support progress	Ongoing	<ul style="list-style-type: none"> ● Building reflects increased accessibility
	Signage is clear and understandable for all learners, parents and carers with disabilities	Replacement of signs take into account appropriate colour schemes/ size for signage around the site	Signage is updated and compliant	2025	<ul style="list-style-type: none"> ● Building reflects increased accessibility ● All signage updated
	Accessibility to room fittings (light switches, power outlets, emergency alarm buttons) where necessary	Survey site and adaptations to be carried out as necessary	Fittings are compliant with recent and future legislation	2025	<ul style="list-style-type: none"> ● Room fittings meet all standards ● Accessibility improved

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 Management Committee (Joseph Turner Wing) and Jon Kelly Headteacher

It will be approved by the Management Committee (Joseph Turner Wing) and Jon Kelly Headteacher

The plan will also be monitored by Ofsted as part of the inspection cycle

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