Accessibility plan

Newick CE Primary School

Signed:…… Faye Lawrence (Headteacher)

Signed:…… Jonathan Sharpe (Chair of Governors)

Date:…September 2026

Policy Review

This policy will be reviewed every three years by our Governing Body as part of its monitoring cycle. Next review date- September 2029

Contents

1. Aims 2

2. Legislation and guidance 3

3. Action plan 4

4. Monitoring arrangements 7

5. Links with other policies 7

Appendix 1: Accessibility audit 8

.....

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.

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.

Newick CE Primary School endorses the LA policy, which states

The Purpose of the Strategy: This strategy outlines East Sussex County Council's vision and the practical implications for improving access of disabled children and young people to the services, including education, which we provide directly, and those which we provide alongside our partners.

The priories of the strategy are:

A: Increasing the extent to which disabled pupils can participate in the schools' curriculums

B: Increasing access to the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;

C: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Newick CE Primary School is already well placed to provide accessibility in many of the above issues.

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 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 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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a rich knowledge- based curriculum that all children can access with scaffolding and challenge. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked by SLT for all pupils with a disability. Targets are set effectively	Individual interventions as detailed on provision maps Use of enlarged print and symbols for signage Staff to use buff paper Nurture room access improved and enlarged Training for staff for children with	Targets and objectives listed on ANP and Individual Provision Engagement with School nurse to support individual health care plans Obtaining nurture award and continuing to build on excellent nurture provision on SDP Training booked from specialist providers	FL/AS/LD	July 2029	All children have equal access to curriculum and achieve appropriate targets

	and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Use of visual timetables	specific disabilities Lift available to Nurture Room, intervention and to staff room (DT curriculum)	where appropriate, to include Diabetes team, TOFS team and any relevant OT			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Parking bays highlighted in yellow Health and safety site checks twice a week to include checking ramps for obstacles Adjustable desks available POD available as well as a range of ICT devices where appropriate	Fundraising and grants to secure funds Site manager walks Ramp to new outdoor classroom	FL/AS/LD/DW	July 2029	Children are able to access the outside area and indoor resource areas
Improve the delivery of	Our school uses a range of communication methods to	Voice recognition software to be used	Purchase of new resources	FL/AS/Teachers	July 2029	Children able to access ICT suite

information to pupils with a disability	ensure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations • Technology with software as required.	in class Hardware/laptops to be ordered for individual pupils as appropriate	Staff and pupil training Embed use of WIDGETS			and use appropriate technology

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 Governing Body and the Headteacher.

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
- Complaints Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	wide			
Lifts	1			
Parking bays	12			
Entrances	3			
Ramps				
Toilets	1 disabled			

Reception area	Wide accessible			
Internal signage	Checked by H&S			
Emergency escape routes	See fire notices			