

Newstead Primary School



Newstead Primary
School

Accessibility Policy

2024 - 2027

Reviewed September 2025

Next review - September 2026

NEWSTEAD PRIMARY SCHOOL

ACCESSIBILITY POLICY

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.

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.

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.

KEY OBJECTIVES.

To reduce and eliminate barriers to access the curriculum and to fully participate in the school community for pupils, and prospective pupils, with a disability.

PRINCIPLES.

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy
- The school recognises its duty under DDA (as amended by SENDA): Not to discriminate against pupils in their admissions, exclusions and provision of education and associated services. Not to treat disabled pupils less favourably. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. To publish an accessibility plan
- The school recognises the value of parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles: and endorses the key principles in the National Curriculum which underpins the development of a more inclusive curriculum: setting substantial learning challenges, responding to pupils diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

PLAN.

Targets	Actions	Outcomes	Timescale	Achieved / review
<u>Physical Environment</u>				
1. Ensure that all areas of school building and grounds are accessible for all children and adults and to	1.1 To check the condition of the yellow paint regularly. 1.2 To re-paint yellow areas as required.	1.1 and 1.2. Identification and re-painting will take place according to the condition of the yellow paint.	As and when required but at least once a year in the Summer Term	1.4 - Yellow markings do not need re-painting. Visual checks made 1.4 - Yellow markings re-painted

continue to improve the access of the physical environment for all.	1.3 Head and SENCO to conduct a accessibility audit of the school building and grounds. 1.4 Re-check condition of yellow markings around school	1.3. Actions to be added to the plan accordingly. 1.4 to identify if yellow markings need re-painting		
Targets	Actions	Outcomes	Timescale	Achieved / review

<u>Curriculum</u>				
1.Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	1.1 - TB to attend safe handing / intimate care training	1.1. To ensure practise in safe handling and intimate care is conducted appropriately.	1.1 - as required - updates.	
3 Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	3.1.SENCO/ Deputy Head will ensure appropriate testing and reports are provided in order to apply for access arrangements. 3.2 Ensure SENCo / Head and Deputy are aware of all deadlines for accessibility issues for KS2 SATs	3.1.All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed. 3.2 That the two pupils will not take the tessts	3.1. According to the timescales of DFE published guidance. 3.2 According to the timescales given by the DFE	3.1. In 2026 KS2 it is foreseen that access arrangements will be needed for 2 pupils (extra time/ readers)

<u>Written / other information</u>				
Targets	Actions	Outcomes	Timescale	Achieved / review

<u>Assistive Technology</u>				
1.Assitive technology that aids children's accessibility to learning eg, reading pens, ipads, headphones	1.1Audit technology that is already in place and it's up to date suitability. 1.2Audit any other need required by individual children	1.1Children will have access to suitable hard and software to be able to access learning. 1.2 All children will have equipment to suit their needs	1.2 On-going	1.2 On-going.

Audit of Access to the curriculum for children with SpLD 2025/2026

Class	SEND	Needs	Training in place/ Action
Acorn	Speech and language. Communication and interaction-ASC	SALT program of work Visual timetable.	Staff trained by SALT on signs and symbols. Visual timetable in place. Early Years training, Communication with a child with Autism Nov 2016. Talk Boost groups. Exploring Emotions through Nursery Rhymes training to support children with emotional needs, July 2021. All staff trained to use Clicker 8, Feb 2021 Most staff CRB trained Nov 2017, refresher course Oct 2019/2020/2021/2022. Interception training, June 2022 SALT Training-Alternative Communication Sept 2022 AET training June 2023 Whole school Restorative Training 07/05/2025, 04/06/2025, 01/09/2025/ 17/09/2025, 24/09/2025 and 10/09/2025.
Willow	Speech and language. Communication and interaction-ASC	SALT program of work Programme of work to develop social skills/Nurture gp Visual timetable Social Stories	Staff trained by SALT on signs and symbols. SALT programme in place Nurture group with ELSA Trained TA Visual timetable in place. All staff trained to assess using P-levels Sept 2016. Talk Boost groups. Early Years training, Communication with a child with Autism Nov 2016. Staff trained to use Early Years B-squared Jan 2017.

			<p>Theraplay training to support children with emotional needs, Jan 2017.</p> <p>All staff trained to use Clicker 8, Feb 2021</p> <p>Lego Therapy training to develop social skills Sept 2021</p> <p>Most staff CRB trained Nov 2017, refresher course Oct 2019/2020/2021/2022</p> <p>Interception training, June 2022</p> <p>All staff AET training June 2023</p> <p>Whole school Restorative Training 07/05/2025, 04/06/2025, 01/09/2025/ 17/09/2025, 24/09/2025 and 10/09/2025</p>
Elm	<p>Speech and Language Communication and interaction-ASC.</p> <p>Social, Emotional and Mental health-ADHD</p>	<p>Programme of work to develop social skills/Nurture gp</p> <p>Visual timetable.</p> <p>Strategies to support children with social and emotional needs.</p>	<p>Nurture group with ELSA trained TA</p> <p>Visual timetable in place.</p> <p>1:1 instructions/clarification given to children with ASC/ADHD.</p> <p>All staff trained to assess using P-levels Sept 2016.</p> <p>Staff trained on ADHD by Community Paediatrics, Nov 2017.</p> <p>Staff trained to use Boxall Profile Sept 2018.</p> <p>Theraplay training to support children with emotional needs, Jan 2017.</p> <p>Exploring Emotions through Art to support children with emotional needs June 2018.</p> <p>All staff trained to use Clicker 8, Feb 2021</p> <p>Inside Out Intervention to support children understand and deal with their emotions June 2019.</p> <p>Staff trained to use Precision Teaching March 2021</p> <p>Lego Therapy training to develop social skills Sept 2021</p> <p>Most staff CRB trained Nov 2017, refresher course Oct 2019/2020/2021/2022.</p>

			<p>Interception training, June 2022</p> <p>1:1 ELSA Support</p> <p>All staff AET training June 2023</p> <p>Whole school Restorative Training 07/05/2025, 04/06/2025, 01/09/2025/ 17/09/2025, 24/09/2025 and 10/09/20205</p>
Pine	<p>SpLD- Dyslexia</p> <p>Communication and interaction-ASC</p>	<p>Visual timetable</p> <p>Use of ICT to support writing.</p> <p>Coloured overlays, photocopied resource sheets, word banks.</p> <p>Programme of work to develop social skills/Nurture</p> <p>Adaptive writing tool</p> <p>Strategies to support children with social and emotional needs.</p>	<p>Coloured overlays and word banks in use.</p> <p>Visual timetable in place.</p> <p>Appropriate children need to be seated near to the board.</p> <p>Retain and Reflex intervention</p> <p>1:1 instructions/clarification given to children with ASC/ADHD.</p> <p>All staff trained to assess using P-levels Sept 2016.</p> <p>Staff trained on ADHD by Community Paediatrics, Nov 2017.</p> <p>Most staff CRB trained Nov 2017, refresher course Oct 2019/2020/2021/2022.</p> <p>Nurture group with ELSA trained TA.</p> <p>Staff trained to use Boxall Profile Sept 2018.</p> <p>All staff trained to use Clicker 8, Feb 2021</p> <p>Staff trained on Emotional Coaching November 2020.</p> <p>Staff trained to use Precision Teaching March 2021</p> <p>Lego Therapy training to develop social skills Sept 2021</p> <p>Interception training, June 2022</p> <p>1:1 ELSA Support</p> <p>All staff AET training June 2023</p> <p>Motional Coaching training March 2023.</p>

			Whole school Restorative Training 07/05/2025, 04/06/2025, 01/09/2025/ 17/09/2025, 24/09/2025 and 10/09/20205 Fun Fit group
Maple	SpLD- Dyslexia Communication and interaction-ASC Social, Emotional and Mental health-ADHD	Visual timetable Coloured overlays, photocopied resource sheets, word banks. Use of ICT to support writing. Strategies to support children with social and emotional needs. Programme of work to develop social skills/Nurture gp Fine and gross motor skills. Adaptive writing tool Concentration aids	Coloured overlays and word banks in use. Visual timetable in place. Appropriate children need to be seated near to the board. All staff trained to assess using P-levels Sept 2016. 1:1 instructions/clarification given to children with ASC/ADHD. Staff trained on ADHD by Community Paediatrics, Nov 2017. Most staff CRB trained Nov 2017, refresher course Oct 2019/2020/2021/2022. Nurture group with ELSA trained TA. Fun fit group Retain and Reflex intervention Staff trained to use Boxall Profile Sept 2018. Inside Out Intervention to support children understand and deal with their emotions June 2019. All staff trained to use Clicker 8, Feb 2021 Staff trained to use Precision Teaching March 2021 Staff trained on Emotional Coaching November 2020. Interception training, June 2022 1:1 ELSA Support Motional Coaching training March 2023. All staff AET training June 2023

			Whole school Restorative Training 07/05/2025, 04/06/2025, 01/09/2025/ 17/09/2025, 24/09/2025 and 10/09/20205
Oak	SpLD-Dyslexia Social, Emotional and Mental health-ADHD	Visual timetable. Coloured overlays, photocopied resource sheets, word banks. Use of ICT to support writing. Strategies to support children with social and emotional needs. Programme of work to develop social skills/Nurture gp	Coloured overlays and word banks in use. Visual timetable in place. Appropriate children need to be seated near to the board. Staff trained to assess using P-levels Sept 2016. Most staff CRB trained Nov 2017, refresher course Oct 2019/2020/2021/2022. Nurture group with ELSA trained TA Staff trained on Emotional Coaching November 2020. Staff trained to use Boxall Profile Sept 2018. All staff trained to use Clicker 8, Feb 2021 Interception training, June 2022 1:1 ELSA Support Motional Coaching training March 2023. All staff AET training June 2023 Whole school Restorative Training 07/05/2025, 04/06/2025, 01/09/2025/ 17/09/2025, 24/09/2025 and 10/09/20205

MONITORING ARRANGEMENTS

This policy will be reviewed on an annual basis with minor changes made as appropriate. A full review will be carried out every 3 years.

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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy