



School Accessibility Plan

2025 -2026

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| | Summary | School Accessibility Plan | | | |
| 2 | Responsible person | SENCO | | | |
| 3 | Accountable SLT member | Sarah Hall | | | |
| 4 | Applies to | <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | | | |
| 5 | Who has overseen development of this policy | | | | |
| 6 | Who has been consulted and recommended policy for approval | Governing Body | | | |
| 7 | Approved by and date | Governing Body – Autumn 2025 | | | |
| 8 | Version number | 2 | | | |
| 9 | Available on | Every | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | Trust website Academy website SharePoint | <input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| 10 | Related documents (if applicable) | SEND Policy | | | |
| 11 | Disseminated to | <input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | | | |
| 12 | Date of implementation (when shared) | October 2025 | | | |
| 13 | Consulted with recognised trade unions | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N | | | |

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School Accessibility Plan

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- to prepare and publish **Equality action plan** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school’s **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. **The plan is to be reviewed and updated every year.**

2. Schools Aims

2.1. At New Pastures Primary Academy, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that New Pastures Primary Academy aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) and / or disabilities

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all pupils and staff, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability are consulted to ensure all needs and areas of concern are addressed.

2.4. As stated above, New Pastures Primary Academy is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- The Equality action plan
- Special Educational Needs
- Equal Opportunities
- New Pastures Primary Academy's Special Educational Needs & Disabilities (SEND) Local Offer
- New Pastures Primary Academy's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school is committed in providing the best care and provision for children with disabilities and we work closely with other agencies to adapt the environment to meet their needs. All staff working with a child with disabilities are provided with the relevant training, support and guidance to be able to support their needs.

3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1. New Pastures Primary Academy has a good working relationship with feeder nurseries and pre-schools. Transition for children starting school with a disability starts as soon as possible and a plan will be agreed. This may include multi-agency meetings with parents and all professionals involved in supporting the child. Early identification for a child with SEND is crucial and the LA Early Years SEND advisors supports practitioners to identify and signpost/refer to appropriate services and agencies.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LA SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo will ensure the EHCP is in place and additional resources and provision available for the individual.

3.2.3. The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Visually impaired Team
- Hearing impaired Team
- Educational Psychology Service
- SEND Team
- CAMHS
- GPs and paediatricians
- School Nurse Team
- Social Care and Early Help
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants and lunchtime assistants have a

wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy
- Specific learning difficulties including dyslexia and dyspraxia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Sensory processing
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Safeguarding team to access Early Help and other agencies e.g. Local solutions
- SENDCO
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching intervention, inc. social communication
- Jigsaw taught across the school
- Developing social skills through lego therapy intervention, friendship groups
- Access to different outreach services, including BOSS (Behaviour support), HEAT – (Heatherwood Specialist school physical disability support)
- iPads / access technology
- Range of literacy and maths interventions – Nessy (Dyslexia programme), TT rockstars (Maths Fluency)
- Staff deliver 1:1 personalised programmes linked to a child's EHCP focusing on fine and gross motor skills
- Support and guidance by safeguarding and welfare officer regarding support for the family through support groups and referral for other agencies
- Access to ALL extra-curricular activities and clubs, school visits, residential and appropriate risk assessment
- Advice and support from School Nurse Team via school referrals
- Paediatric First Aiders
- Transition arrangements, planning and support for SEND to secondary or special school settings.
- Opportunities to gather pupil voice through One page profiles.
- A lift has been installed on the lower site to make the hall and main entrance accessible from the classrooms for anyone using a wheelchair
- Part of the library has been converted into a changing room for any child in the school who requires it

- Doors have been changed in Reception class to comply with regulations to allow wheel chair access
- Sink has been fitted to changing area and hygiene equipment racks fitted.

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: improving access to the physical environment of the school

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited access to and the school continues to make adjustments to improve access and support the needs of its current community.

3.3.3. In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4. Current Actions: Improving the delivery of information to persons with a disability

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

4. Review and Implementation

4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

2025 – 2026 Action Plan

| Priority | Action | Timeline | Monitoring and cost | Impact |
|---|---|--------------------------------------|--|---------------|
| Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place. | <p>CPD - Adaptive approach</p> <p>SLT/SENDCO ensure adaptative approach to quality first teaching is effective for all pupils, especially SEND. Drop ins, books looks, assessments and discussions with pupils.</p> <p>Additional resources used to support and scaffold learning. This is evident in the classrooms.</p> | <p>Oct</p> <p>Nov</p> <p>Ongoing</p> | <p>Venn Leader work</p> <p>SENDCO</p> <p>SLT</p> | |
| Ensure all pupils can access all educational visits and provisions offsite. | <p>Additional cost for specialized transport (taxis) to off site visits.</p> <p>Resources and risk assessment for individual pupils when accessing off site visits.</p> | Ongoing | <p>SBM</p> <p>SENDCO</p> <p>(Cost of taxis)</p> | |

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| <p>Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom and outdoor provisions.</p> | <p>Lift in Junior school to be removed.</p> | <p>Spring</p> | <p>£1,500</p> | |
| | <p>Special requirements offered for any parent/carers who will be attending parents evening or school events.</p> | | | |
| | <p>Epilepsy recovery meds training to ensure pupils' health needs are met.</p> | <p>Ongoing</p> | | |
| | <p>Moving and handling training to ensure all staff and pupils are safe.</p> | <p>Ongoing</p> | | |
| | <p>Site checks daily and half termly environment walk with Principal/SBM and site staff to ensure all site in and outside is safe and accessible for all.</p> | <p>Ongoing</p> | | |
| | <p>Hoist to ensure pupils health needs are met. - Annual maintenance</p> | | | |
| <p>Doors changed in all classrooms to comply with regulations to allow wheel chair access as he moves through the school.</p> | <p>Summer</p> | | | |