School Accessibility Plan

2026 -2027

1	Summary	School Accessibility Plan			
2	Responsible person	SENCO			
3	Accountable SLT member	Ben Wray			
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
5	Who has overseen development of this policy				
8	Version number	3			
9	Available on	Every	☒Y ☐N	Trust website Academy website SharePoint	☐Y ☐N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)	SEND Policy			
11	Disseminated to	☐Trustees/governors ☒All staff ☐Support staff ☐Teaching staff			
12	Date of implementation (when shared)	September 2026			
13	Consulted with recognised trade unions	☐Y ☒N			

School Accessibility Plan

1. Purpose and planning duty

This plan sets out how New Pastures Primary School will improve accessibility for disabled pupils at Upper School and Lower School. Under Schedule 10 of the Equality Act 2010, the plan covers three areas.

- Increasing disabled pupils' participation in the curriculum.
- Improving the physical environment so disabled pupils can access education, facilities and services.
- Improving how information is provided to disabled pupils, taking account of their disabilities and the preferences expressed by pupils and their parents or carers.

The school will implement this plan, consider the resources needed to deliver it and keep it under review. The action plan in Appendix 1 sets out the priorities, who will lead them and how the school will check their impact.

2. Our approach to accessibility

We want every pupil to feel safe, valued and included and to take part in school life. Staff plan adjustments around individual needs and review how well those adjustments work in practice. This includes access to classroom learning, educational visits, clubs, residentials and shared spaces.

We gather feedback from pupils and their parents or carers through SEND reviews, one-page profiles and conversations about individual adjustments. We use this feedback to understand what helps pupils participate and where barriers remain. When a pupil joins the school or moves between settings, we work with families, previous settings and relevant professionals to plan the transition.

This plan should be read alongside the school's SEND Policy, SEND Information Report, safeguarding and health and safety policies, and published equality information and objectives.

3. Current provision

3.1 Curriculum participation

Teachers use adaptive teaching and select resources and approaches to help pupils access the curriculum. Staff draw on pupil support plans, one-page profiles and education, health and care plans (EHCPs), where applicable. The SENDCo works with staff, families and relevant specialists to identify barriers, plan provision and review its impact.

Current provision includes The Den, sensory circuits, Attention Autism and Lego Therapy. Staff use Nessy to support literacy and Times Tables Rock Stars to practise multiplication fluency where appropriate. The school draws on BOSS for behaviour support and works with external professionals, including speech and language therapists, educational psychologists

and health professionals, according to pupils' needs. Kapow PSHE supports learning about difference, inclusion and respectful relationships.

Staff consider accessibility when planning educational visits and off-site activities. This includes checking access at the venue, planning individual adjustments and arranging suitable transport where needed.

3.2 Physical access

Lower School. The lift provides wheelchair access between the classrooms and the level serving the hall and main entrance. A changing area is available in part of the library, and Reception classroom doors have been widened to improve wheelchair access. The Lower School hoist is currently unused and is serviced annually.

Upper School. Following removal of the lift, step-free entry to the building is through main reception. Pupils using the step-free route to the playground must leave the school site and re-enter through the Upper School playground gates. Upper School has no hoist. The external playground route is a priority in this year's action plan.

3.3 Accessible information

All classes use visual timetables. Staff also use Now and Next boards, coloured overlays and coloured paper where these help individual pupils. Staff use feedback from pupils and families to agree suitable formats and provide information in time for pupils to use it. This includes classroom instructions, changes to routines and information about educational visits.

4. Monitoring and review

The Principal and SENDCo monitor the actions during the year and review the Accessibility Plan every September, with oversight from the Venn Academy Trust Board of Trustees. The review considers whether actions have been completed, what difference they have made to pupils and which barriers still need attention. The school updates the plan during the year where needs or access arrangements change.

Appendix 1. Accessibility Action Plan 2026–2027

Priority	Barrier to address	Action	Lead	Timescale	Monitoring and cost	Intended impact
Increase participation in lessons and educational visits	Some pupils need adaptations to teaching, resources, activities or transport to participate fully.	Use staff training to strengthen adaptive teaching across both sites. Check that classroom adjustments reflect pupils' support plans and EHCPs where applicable. Before each visit, check venue access, agree individual adjustments and arrange suitable transport where needed.	SENDCo and SLT, supported by the School Business Manager for transport	First review by the end of Spring 1 2027, then termly. Check arrangements before each visit.	Use classroom drop-ins, book looks and pupil feedback to check whether adjustments help pupils participate. Review participation after visits and record additional resource or transport costs.	Pupils can take part in lessons and educational visits with the adjustments they need.
Improve physical access across both sites	The step-free route to the Upper School playground requires pupils to leave the site and re-enter through the playground gates. Hoist provision differs between the two sites.	Walk the Upper School route with site staff and seek feedback from pupils and families who use it. Confirm gate access and staff responsibilities for break and lunchtime. Ask Trust estates to assess options for a more direct step-free route. Continue annual servicing of the Lower School hoist and	Principal and School Business Manager, supported by site staff and Trust estates	Confirm current route arrangements by the end of Spring 1 2027. Review options with Trust estates by the end of Spring 2. Service the Lower School hoist annually.	Observe the route at break or lunchtime and check whether pupils can join their peers on time. Include it in half-termly site walks, retain the hoist service record and obtain estimates for any proposed works.	Pupils have a reliable route to the Upper School playground. The school has clear arrangements for responding to future hoist needs.

		review provision at the relevant site if a pupil needs a hoist.				
Improve access to information for disabled pupils	Some pupils need a personalised format to understand instructions, follow changes to routines or prepare for visits.	Build on visual timetables, Now and Next boards, coloured overlays and coloured paper. Agree effective formats with pupils and families, record them in pupil support plans and use them when sharing key information.	SENDCo and class teachers	Confirm individual formats by the end of Spring 1 2027. Check their use in Spring 2 and termly thereafter.	Sample classroom instructions, timetable changes and trip information across both sites. Ask pupils whether they received the information in time and could use it. Record any additional resource costs.	Pupils can follow instructions, understand changes to their day and prepare for visits using information in a format that works for them.