

# NEWSTEAD WOOD SCHOOL

Avebury Road, Orpington, Kent BR6 9SA

## Accessibility Plan

<b>Review Body:</b>	LGB
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Statutory
<b>Review Period:</b>	Every Three Years
<b>Reviewed:</b>	July 2024
<b>Next Review:</b>	July 2025

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with Medical Conditions Policy
- Health and Safety policy
- Equality Policy
- Behaviour Policy

## 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 students equally and with respect. Providing access and opportunities for all students without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010. 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.

## 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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

## 3. Action plan

The Accessibility Plan shows how access can be improved for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of students with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all students. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

<b>Accessibility Action Plan 2023-2026</b>			
<b>Section 1: How does school deliver the curriculum? (Educational Provision)</b>			
<b>Accessibility outcome</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Timescale</b>
All students have access to a broad, balanced and relevant curriculum. All students have access to broad range of accredited courses.	Curriculum review in 2024/25 and benchmarked against comparable schools and UL curriculum principles. Options/twilight/enrichment programme reviewed at least annually. Participation in extracurricular activities by different groups of students to be monitored. No curriculum narrowing for students unless in exceptional circumstances.	MHU/HDA  MBO  JAL   ANO/HDA	AY 2024/25
All students with excellent attendance so that all students benefit from access to an excellent curriculum	Implementation of Attendance Curriculum and effective attendance procedures (including Sixth Form)	BWI	AY 2024/25
All students have a differentiated curriculum that meets their individual needs.	Following the SEN Policy - SEN students have a Pupil Passport/EHCP that details students needs (and how to differentiate) with personalised curriculum where appropriate.	JRI	Ongoing
Students' access to the curriculum is increased because there is a reduction in time out, individual student needs are	Follow SEN Policy, Single Equality Scheme. Student support room is in place and use is monitored and analysed.	JRI  ANO	Ongoing  Termly review

met, suitable educational provision is provided.			
Curriculum is diverse and inclusive in respect of all protected characteristics and cultural celebration/representation	Conscious Curriculum working group developing curriculum in respect of all protected characteristics. Review of Character Education elements for breadth.	TDA MBO	Review progress at end of AY 2024/25
The pursuit to continually challenge discrimination and harassment.	As listed in Single Equality Scheme, SEN Policy, Racial Incidents Policy, Behaviour Policy. Monitor implementation of PSHE programme.	ANO/TDA/MBO/JRI/BWI as relevant to role	Annually
Students' access to the curriculum is increased through personalisation and differentiation and inclusivity factors	All staff are aware of differentiation techniques and curricula are varied and rich in terms of variety. Each department is engaged in EDI work in respect of their curriculum. Review alignment in respect of UL curriculum principles. Delivery of Digital Strategy milestones.	MHU TDA MHU/HDA MHU	Annual Review
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate. Review of professional learning plans for EDI aspects.	MHU TDA	Annually

### Section 2: Is school designed to meet the needs of all students? (Physical Environment)

Accessibility outcome	Actions	Person Responsible	Timescale
All students and adults to be able to evacuate the building safely in an emergency	Fire escape plan to be reviewed and updated as required and at least annually. Fire Warden Training annually.	CVI	Review in September 2024. Emergency plan scenario tested in summer 2024
Exterior pathways accessible for all to move easily around the site	Relaying of exterior pathways to remove potholes and uneven surfaces.	CVI	By September 2024
Lifts in full working order to allow all students to access all floors	Annual maintenance of lifts.	CVI	Annually

### Section 3: How does school deliver materials in other formats? (Provision of Information)

Accessibility outcome	Actions	Person Responsible	Timescale
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All stakeholders able to access information on website in appropriate format	Website redevelopment evaluated through parent voice activity Curriculum information updated on Website	KOL MHU	October 2024 October 2024
Compliant in respect of following Single Equality Scheme	As listed in Single Equality Scheme	ABL	Ongoing
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Use Trust template policies where available.	ABL and LGB	Ongoing

#### 4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Local Governing Body, Headteacher, SENDCo and Health and Safety lead.