

New Mills School

Accessibility Plan

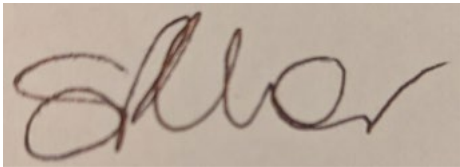
New Mills School

Version 2.2

Revision	Authorised by	Date	Adopted by	Date
Draft	M Simms	November 2015	FGB Min No. 18	07/12/15
Final	C Jesson	March 2020	FGB Min No. 7	15/12/2020
Update	C Jesson	March 2022	FGB Min No. 12	05/04/2022
Review	E Maslen	September 2024	FGB 24/25-033	23/10/2024
Review	E Maslen	September 2025	RAP25_26/008	09/10/2025

Revision	Date	Description of Changes
Draft	November 2015	New issue to cover 2015-17, updated following feedback
Review	March 2020	Updated
Review	March 2022	Updated

Review	September 2024	New Policy
Review	September 2025	Updated

A handwritten signature in brown ink, appearing to be 'S. H. A.', is centered on a light beige background.

Signed:

Date: 09/10/2025

Chair of Governors

New Mills School Accessibility Plan

Policy purpose

This is a statutory policy which sets out New Mills School's obligations in relation to Accessibility at our school. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. New Mills School's Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At New Mills School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). The Accessibility Plan will be published on the School website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This accessibility plan provides an outline of how New Mills School will manage this part of the SEND provision.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, New Mills School aims to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Purpose of the plan:

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and adult users with a disability.

To ensure access to the curriculum, physical access to the school and access to information for all students and parents / carers.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

Monitoring arrangements:

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs and Disabilities (SEND) Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

The accessibility plan is resourced, implemented and reviewed and revised as necessary.

New Mills School's Accessibility Plan

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategy	Outcome	Time
Ensure all disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Fire Marshals, Year Managers and the SEND team to receive updated training on how to evacuate all persons, including disabled people safely. Fire drills to ensure speedy evacuations and identify any issues.	All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people. Any issues to be addressed immediately and plans amended appropriately. All persons with disabilities able to access and evacuate all areas of the buildings.	Ongoing
To ensure the accessibility of all disabled persons around the building.	All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all students with disabilities including sensory needs. The environment is adapted to ensure accessibility of disabled persons around the building: - Ramps to all buildings - Elevator in Main Block. - Disabled parking bays - Disabled toilets and changing facilities - Clear markings for trip hazards on site Regularly audit the school site.	Students with disabilities to be able to move around the academy safely. Improved access to learning environments for all students.	Ongoing
To review annually all areas of the school in order to ensure there are no physical barriers to access for current and prospective students with disabilities.	Make any necessary low-key adjustments as children with disabilities progress through the academy to maximise physical access e.g. adjustable tables to accommodate wheelchairs.	Students able to participate in activities throughout the school regardless of the room/area they are assigned.	Annually
School plans to take into account the needs of students and visitors with physical	Furniture and equipment selected, adjusted and located appropriately.	Students and visitors to have safe access to the building as well as appropriate hygiene	Ongoing

difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.	Ensure lighting, heating and ventilation is adequate across site. Adaptations to the physical environment and serviced and maintained in line with manufacturers guidance e.g. hoists / lifts / disabled hygiene rooms. Regularly audit the school site.	rooms equipped with necessary apparatus to accommodate personal care needs (commode / hoist).	
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Increasing the extent to which disabled pupils can participate in the curriculum.

Target	Strategy	Outcome	Time
Increased confidence of all staff in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the needs of students with SEND	CPD for teachers to include how to ensure the needs of students with SEND are met (e.g. dyslexia / ASC / Physical disabilities). CPD on assessment, target setting and planning for inclusive / responsive curriculum. Whole-CPD and personalised support and coaching in planning and delivering inclusive lessons to support students with SEND. Information on pupils with SEND to be accessible to teaching staff through Provision Map and ClassCharts.	All staff can fully meet the requirements of disabled student's needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning walks, lesson drop ins, subject / faculty deep dives and Pupil book looks. SEND students' needs are met and they are making at least expected progress in all subject areas in line with non-SEND peers.	Ongoing
To ensure progress of SEND students is evidenced in a variety of ways and using assistive technology when appropriate. Ensure classroom support staff have specific training on disability issues.	CPD for teachers to include how to ensure the needs of students with disability issues are met. Student laptops available to use and support for students with printing work. Assistive technology is available to use	Assessment and feedback opportunities monitor the progress of all students, including students with SEND, are making and the data is used to identify appropriate intervention and support. Staff and students can use assistive technology	Ongoing

	e.g. voice recognition software / reading software and pens. Student and staff training on use of assistive technology e.g. voice recognition / reading software and pens. Opportunities to work with outside agencies on how best to support students in our care (e.g. moving and handling team / sensory support service). Assessment and feedback policy ensures the progress of students with SEND is evidenced in a variety of ways.	appropriately to meet the needs of students with SEND.	
All educational visits to be accessible to all.	Sharing guidance for staff on making trips accessible. Share support plans with staff for individual students. Ensure each new venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place.	Trips will be accessible to all students and all staff will be competent in supporting children with additional needs and disabilities. All students able to take part in a range of activities.	Termly
To ensure PE is accessible to all as well as extra-curricular activities.	Full inclusion to participate in sporting activities. Staff to be aware of students' limitations and Individual Healthcare plans to be shared with staff.	All students will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability. Students with a disability to have the opportunity to participate in sporting events alongside non-SEND peers.	Termly
Trained identified personnel to administer medication.	School to cooperate with parents and carers in the administration of medication to those children whose education would be disrupted if it was not available in the school. If necessary, liaise with partners in the Health Authority and seek suitable training.	Childre in need of medication are able to access whole curriculum. Clear agreed procedures for administering medication.	Ongoing as required

	Use agreed policies and procedures.		
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Improving the delivery of information which is readily accessible to pupils.

Target	Strategy	Outcome	Time
Review information to parents / carers and students to ensure it is accessible.	Provide information and letters in clear print and different formats where necessary e.g. enlarged font / different languages. Support and help available to parents with additional needs to access information and complete school forms where the need is known. To use social media platforms to ensure information is accessible. Implement a clear communication strategy to ensure more effective communication with parents / carers and students.	All parents will be able to access information and will be kept informed of relevant news.	Ongoing
For information to be accessible for students with SEND needs.	Clear fonts and colours to be used and adapted for students with varying SEND needs (e.g. large fonts for students with VI and coloured overlays for students with dyslexia). For information to be scaffolded / chunked appropriately for students with learning needs or speech and language needs.	Students with dyslexia and visual impairments to be able to access information delivered in class. Students with language difficulties to be able to access information at their own level and in a way that is meaningful to them.	Ongoing
Students needs are met when undertaking examinations through access arrangements and relevant applications made to the JCQ.	Use qualified assessors to test students and provide information on access arrangements they required.	To ensure that students needs are met through 'access arrangements' in planning exams.	Annual

	Ensure the SENDCO and Exams Officer arrange testing in good time and put into place any requirements.		
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