



# New Mills School

## Accessibility Plan

Revision	Authorised by	Date	Adopted by	Date
Draft				
Final			FGB Min No.	

Revision	Date	Description of Changes
Draft		

Signed: .....  
Chair of Governors

Date: .....

# Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Action plan.....	4
4. Monitoring arrangements .....	7
5. Links with other policies .....	7

---

## 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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

New Mills School is a welcoming school and community. The School's Improvement Plan offers a strategic vision which embeds consideration of equality and diversity across all areas of activity:

- New Mills will be a school where we have the highest expectations of students and ourselves and never settle for mediocrity, every student, regardless of starting point, is expected to work as hard and behave as well as he or she can. Our expectations are underpinned by a core set of values which direct every policy, initiative and interaction. These core values are respect, resilience, responsibility, reflection and resourcefulness.
- NMS will have a curriculum which results in students exceeding themselves in both academic and personal outcomes, being exceptionally well prepared for their chosen path and having parents who support their aspirations. New Mills will be a school where every student, no matter his or her starting point, experiences a challenging, inclusive curriculum that supports them in achieving the best academic outcomes possible, and improved their life chances
- NMS will be home to the highest quality teaching, learning and assessment underpinned by considered and targeted professional development and training thereby creating aspirational, creative, independent and resilient teachers and learners.
- New Mills will be an inclusive school, endeavouring to remove any barriers to learning where all students are valued and supported to succeed. New Mills will be a school where students' aspirations are facilitated by pastoral and academic systems which operate seamlessly together.

We promote equality across all areas of school life, and actively tackle any form of discrimination. We look to maintain positive relationships with parents, governors and members of the wider community, ensuring that our inclusive attitude has a positive impact on the wider community.

This 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school. Information regarding users and their disabilities has been gathered and used in the formulation of this plan.

The self-assessment of the school, based on the fact that no child is prevented from accessing any part of the curriculum, is that there is good access to the curriculum and this is demonstrated by the results achieved by students with disabilities.

The physical site covers a large area, despite this, access is assessed as good. Particular attention has been paid to hearing and sight impaired disabilities. There is wheelchair access to the school site. All areas are accessible.

An action plan will be put into place based on this accessibility plan and reviewed annually. The plan will consider physical developments to the school site, cohort changes and curriculum planning. It is the responsibility of the whole school community to implement the plan in a manner that promotes an inclusive ethos.

## **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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure that all students understand and are considerate of disabled groups	Evaluate the impact of the equality & diversity strand of the PD curriculum via pupil voice. Develop elements of strand (tutorials, assemblies, lessons) as required.	CJE/EDA	July 2020	Pupil voice demonstrates students' respect for the different protected characteristics
	Curriculum resources include examples of people with disabilities.	Improve information available to staff about individual students and their needs	Systematise procedures within SEND team (to include identification, communication, assessment, evaluation of impact) Train staff and provide time to input information into SIMS/Provision Map/Class Charts	CJE/JWN	July 2020	Staff voice demonstrated SEN information is easily available and used by staff. Information available in school systems
	Curriculum progress is tracked for all pupils, including those with a disability.					
	Targets are set effectively and are appropriate for pupils with additional needs.	Improve coherence and consistency of wave 1 intervention to ensure the curriculum is accessible for all pupils.	Train staff on wave 1 strategies, and assess use via drop ins/observation	JWN/SLT	July 2020	Drop ins and observations show planning for SEN and responsive teaching to need
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Ensure wave 2/3 interventions are appropriately targeted, and evaluated for impact	Ensure wave 2/3 provisions are logged and evaluated in Provision Map	CJE/JWN/FTLs	July 2020	Provision Map is an accurate reflection of provisions. Impact is above 0.
	PD curriculum is mapped over 5 years with equality & diversity and values strands within it					
Considered support to trips & visits ensures fair and equitable access						

		Improve the system for access arrangements (identification, testing, evidence gathering)	Develop system with SEN team, train staff on evidence gathering	CJE/JWN/ Teaching staff	July 2020	Evidence for access arrangements is robust
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to all buildings</li> <li>• Elevator in main block</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Freely accessible corridors where possible (not obstructed by bags/coats)</li> <li>• Clear markings for trip hazards on site</li> </ul>	<p>Ensure signage considers the needs of all users</p> <p>Ensure lighting, heating and ventilation is adequate across the site</p> <p>Evaluate access for specific students as cohorts alter</p>	Regularly audit the school site and ensure maintenance (H&S)	JCH/Site Team	July 2020	Physical environment is accessible to all users
Improve the delivery of information to pupils with a disability	<p>Use a range of communication methods to ensure information is accessible. This includes providing large print resources where needed and understanding personal technology use for accessibility</p> <p>Parents with additional needs are supported at events where the need is known</p> <p>Students with a with additional needs have access to information about school (e.g. rewards/sanctions) and</p>	<p>Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND.</p> <p>Ensure accessibility for any parent with additional needs at any event (without needing prior information)</p>	<p>Ensure website is up to date. Ensure newsletters, letters, emails are accessible. Investigate communication methods for specific needs</p> <p>Ensure support is available, for example ramps, large font hand outs etc.</p>	<p>July 2020</p> <p>July 2020</p>	<p>CJE/JWN</p> <p>SLT</p>	<p>Parents report being informed about the schools actions around their child's needs. Reduction in complaints about communication</p> <p>No parent is unable to access the information at a school event</p>

	<p>resources for learning out of school time via homework club, and class charts</p> <p>The Bridge is available to any student who need in school alternative provision for whatever reason</p>					
--	---	--	--	--	--	--

## **4. Monitoring arrangements**

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

It will be approved by the behaviour, attitudes and student development governor committee.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

