



New Mills School

Accessibility Plan

Revision	Authorised by	Date	Adopted by	Date
Draft	M Simms	November 2015	FGB Min No. 18	07/12/2015
Final	C Jesson	March 2020	FGB Min No. 7	15/12/2020
Update	C Jesson	March 2022	FGB Min No. 11c	19/07/2022

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

Signed:J Poulter..... Date:19/07/2022.....
 Chair of Governors

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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, with the overarching aim being To ensure that every child realises their full potential- socially, morally, and academically.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>PD curriculum is mapped over 5 years with equality & diversity and values strands within it</p> <p>Considered support to trips & visits ensures fair and equitable access</p>	<p>Ensure that all students understand and are considerate of disabled groups</p> <p>Improve information available to staff about individual students and their needs</p> <p>Improve coherence and consistency of wave 1 intervention to ensure the curriculum is accessible for all pupils.</p> <p>Ensure wave 2/3 interventions are appropriately targeted, and evaluated for impact</p>	<p>To further develop the equality & diversity strand of the PD curriculum to improve respect for disabilities</p> <p>Systematise procedures within SEND team (to include identification, communication, assessment, evaluation of impact) Re-train staff and provide time to input information into SIMS/Provision Map/Class Charts</p> <p>Train staff on wave 1 strategies, and assess use via drop ins/observation</p> <p>Ensure wave 2/3 provisions are logged and evaluated in Provision Map</p>	<p>CJE/EMA</p> <p>CJE/EMA</p> <p>CJE</p> <p>EMA/SLT</p> <p>CJE/EMA /EAD/FTLs</p>	<p>Dec 2022</p> <p>Dec 2022</p> <p>Dec 2022</p> <p>Dec 2022</p> <p>Dec 2022</p>	<p>Pupil voice demonstrates students' respect for the different protected characteristics</p> <p>Staff voice demonstrated SEN information is easily available and used by staff. Information available in school systems</p> <p>Drop ins and observations show planning for SEN and responsive teaching to need</p> <p>Provision Map is an accurate reflection of provisions. Impact is above 0.</p>

		Further improve the system for access arrangements (identification, testing, evidence gathering)	Improve the efficiency of AA system with SEN team, re-train staff on evidence gathering	CJE/EMA /AHE Teaching staff	Dec 2022	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"> • Ramps to all buildings • Elevator in main block • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Freely accessible corridors where possible (not obstructed by bags/coats) • Clear markings for trip hazards on site 	<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	Dec 2022	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 resources for learning out of school time via homework club, and class charts</p>	<p>Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND.</p> <p>Continue to 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>CJE/EMA</p> <p>SLT</p>	<p>Dec 2022</p> <p>Dec 2022</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>

	The Bridge is available to any student who need in school alternative provision for whatever reason					
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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

