



Newland School for Girls

Accessibility Plan

Last reviewed on	February 2022
Next Review by	February 2025

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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.

We encourage and embrace equality in the classroom, and consider the following principles when doing so:

1. All students are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity.

Although this is an important principle, we should teach our students that this doesn't mean everybody in the classroom is treated the same. Occasionally, it means that people require extra help so that they are provided with the same opportunities and outcomes as others.

2. Differences are respected, recognised, and valued because diversity is a strength.

In our school, all differences are taken into account as we work hard to eliminate the disadvantages and barriers with which some people are faced. These differences may relate to ethnicity, gender, faith, disability, or sexual orientation. We believe that diversity is a massive strength at Newland, and it should be celebrated and respected by all the school's students, teachers, and visitors.

3. Positive relationships and attitudes are fostered throughout the school.

Our students, staff, and visitors benefit because we actively promote mutual respect and positive attitudes between communities and groups that differ from one another. We do this proactively through education on reparation through restorative practice.

4. A shared sense of belonging and inclusion is encouraged in the classroom.

We want all members of the Newland community to share a sense of belonging in both the school and the wider community. This will help each individual to feel respected as an

individual and to respect one another. This feeling of mutual respect makes it easier for students to participate in school life fully.

5. We actively observe and promote equalities practised for our staff.

All school policies and procedures are designed to benefit all employees and potential recruits in every aspect of their work. These procedures are active throughout a member of staff's career, from recruitment and promotion, through to personal development.

6. We have the highest expectations for all our students.

We believe that all pupils can achieve good progress and attain their highest potential. We work from the tenets of PRIDE, ASPIRE, EXCELLENCE so that all members of the Newland Community, have pride in their work and achievements are encouraged and able to strive to aspire for better and have no barriers and all resources to achieve at their highest levels.

7. We work hard to raise standards for all our students, especially those most vulnerable.

It's part of our school's ethos to improve the quality of education throughout the most vulnerable groups of students. This helps to raise the standards throughout the whole school while actively promoting inclusion and respect.

8. We challenge stereotyping and prejudice.

In our school, all incidences of prejudice-based bullying are reported and challenged. This includes racism, homophobia, or the bullying of somebody due to a disability. We also actively challenge gender-based and any other stereotypes that can cause concern.

The 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.

[Thrive Trust Equality and Diversity Policy](#)

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.

We have included a range of stakeholders in the development of this accessibility plan.

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 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 an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Review practices for physical disabilities Review practices for those with sensory overload	Safeguarding Officer SENCO	As per requirement for child needs	Curriculum is fully accessible for all students with physical disability Safety procedures are robust for students in an emergency situation.
Ensure all policies consider the wider implications of disability	Analyse impact of behaviour policy, school rules, educational visits, homework policy and health/medical provision in relation to students with disabilities. Consultation to involve staff, students and parents and findings to be shared with governors and stakeholders before any amendments or changes are made	SLT, SENCO	Ongoing at each policy review	Increase our impact analysis

<p>Increase access to the curriculum</p>	<p>Ensure appropriate ICT is available to students with disabilities/needs</p> <p>Review the accessibility of ICT, including chromebooks, whiteboards and technology/ equipment used by students with sensory or physical disabilities/needs</p> <p>Identify any new equipment or software required.</p>	<p>SENCO</p>	<p>On-going</p> <p>Summer term 2022</p> <p>As per individual need</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Make documentation and newsletters available in alternative formats.</p> <p>Consider large print and audio formats as required and monitor their uptake.</p> <p>Ensure all information to parents is provided in simple, easy to understand language.</p> <p>Provide homework tasks in alternative formats as required.</p> <p>Ensure school signage is appropriate</p>	<p>SLT</p> <p>Staff</p> <p>Thrive Central Team</p>	<p>Summer term 2022</p>	<p>Variety of formats are made available</p>

<p>Access to Wider Curriculum</p>	<p>Increase participation in school activities (including out of/ after school activities). Ensure school activities are accessible to all students and audit participation to identify any barriers. Seek advice if necessary re: alternative appropriate venues for e.g. work experience Provide adequate time for families to be informed of activities and make necessary plans as required</p>	<p>DH SENCO</p>	<p>On going</p>	<p>No pupil has barriers to access for additional activities</p>
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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.

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