

# NEWMAN SCHOOL POLICIES

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## ACCESSIBILITY POLICY



# Newman School - Accessibility Policy and Plan.

## Version Control

Version	Author	Changes	Approved	Next Review
1 (11/09/2022)	M. Glarvey		27/09/2022	Sept 2024
2	M. Glarvey	Remove references to ROC and Independence House		Sept 2026

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## **1. Definition**

This Policy is a statement of the principles and practices at Newman School from the Equality Act 2010. Schools cannot unlawfully discriminate against people: pupils, staff and visitors, because of sex, race, disability, religion or belief or sexual orientation.

The Equality Act 2010 a person has a disability if:

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

*(This policy should be read alongside the Equality Act 2010).*

Discrimination can take place in two ways:

- Treating a person 'less favourably' than others for a reason relating directly to their disability.
- Failing to make 'reasonable' adjustment to ensure they are not placed at a 'substantial disadvantage' for a reason relating to their disability.

## **2. Aims**

We aim to treat all pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Newman School aims to comply with the Public Sector Equality Duty 2011 and is committed to providing an environment and communication approach that values and includes all pupils, staff, parents and visitors regardless of their education, physical, social, sensory, emotional, sexual orientation, spiritual and cultural needs. We are committed to taking positive action in relation to the Equality Act 2010 by developing an inclusive culture, support and awareness across the school and staff.

## **3. Vision**

At Newman School, our vision is to ensure equality of education and opportunities for disabled pupils, staff and all those receiving services in the school. We aim to develop a culture of inclusion and diversity in which people feel safe to disclose concerns and issues with trusted members of staff and to participate fully in school life. We will endeavor to make reasonable adjustments to make sure that the school environment is as accessible as possible. At Newman School, we believe that diversity is a strength, which should be respected and celebrated by all those

who learn, teach and visit.

Through a multi-agency and collaborative approach we are dedicated to meet the needs of each and every student, parent/carers and visitors to Newman School. We are committed to ensuring that our students receive “the right support, at the right place, at the right time”. Through our curriculum offer and holistic child centered approach our vision is to strive to ensure that our students have the best possible foundation to be successful. We will strive to ensure the students in our care know they are valued, understood, nurtured and supported to achieve and thrive.

We are also committed to ensuring staff are trained and understand equality and disability issues referenced in the Equality Act 2010. We will also consult with stakeholders, multi-agencies and specialists in the development of the accessibility plan.

#### **4. Legislation and Guidance**

This document meets the requirements of the Equality Act 2010 and the Department of Education (DfE): Guidance for Schools and Trusts 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 and academy trusts are required to make “reasonable adjustments” for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### **5. Action Plan Guidance**

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 pupils with disabilities can participate in the curriculum;
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to pupils with disabilities.

Each Newman School site (Whiston, Dinnington and Newman Resource) will have its own action plan. However, the Leadership Team recognise the overarching responsibility for compliancy with the Equality Act.

The school's and sites Accessibility Plan will also link into the Schools Improvement Plan (SIP) and will be monitored by the Principal and the Senior Leadership Team (SLT) and evaluated by the Governing Body as required.

The Accessibility Plan will be reviewed every three years in line with statutory requirements and approved by the Governing Body. The Accessibility Plans will be published on the school website for each site and a paper copy available on request.

In accordance with good practice guidelines, we strive to increase accessibility in the three main areas identified in the above bullet points.

## **5.1 The Physical Environment**

We aim to improve and maintain access to the physical environment of the school sites, adding specialist facilities as necessary and physical aids.

The accessibility plan for physical accessibility covers areas such as:

- Practicality and ease of movement around buildings – entrances, corridors, stairs, furniture and equipment in classrooms;
- Transport and Car Parking;
- Toilets and Changing facilities;
- Access to specialist equipment and furniture;
- Signage around the school sites.

## **5.2 The Curriculum**

We aim to increase access to the curriculum for pupils with a disability, expanding the curriculum opportunities through the "preparation for Adulthood" outcomes and reducing individual's barriers to learning. It also covers the provision of specialist or auxiliary aids and equipment including our Communication Team, to assist these pupils accessing the curriculum.

At Newman School, we endeavour to serve the local and wider communities by offering a fully inclusive learning environment and curriculum that is personalized as appropriate to meet the individual student's needs. All staff are considered responsible for meeting the needs of individual students within their class (as required in the SEND Code of Practice).

Decisions are taken on an individual basis as to how we can best support student's ability to access the curriculum following assessing their needs and in line with their Education and Health Care Plan (EHCP). Each student has their own Individual Support Plan which may include the following:

- There usual way of working/Consideration of special exam access arrangements (if appropriate);
- Emotional Needs and strategies to support them;
- Overview of norms of behavior presentations;
- Communication Aids and Support, i.e AAC devices;

- Input from external Specialists;
- Adaptation of teaching materials, resources, strategies and delivery of learning methods.

Arrangements will be made as necessary to support individual students to access activities and therapies outside of lessons such as extra-curricular clubs and trips.

Other issues may affect the participation of disabled pupils, for example: bullying, child on child relationships, policies on the administration of medicine, the provision of personal care and postural management. These issues will be considered as necessary based on individual needs. We will ensure that staff, complete the relevant training and CPD to support the individual student's needs as required.

## **6. Availability of information**

We aim to ask about any disability or health condition in early communications with new parents and carers. This is part of the formal consultation process with the Local Authority and SEND coordinators via the EHCP and Pre-transitions process. This will ensure that we can put systems in place quickly to support this and arrange any training requirements if needed. We will consult with experts when new situations regarding pupils with disabilities are experienced.

We aim to improve the availability of accessible information to pupils, staff, parents and visitors with disabilities; with information being made available in various formats to support accessibility or by commissioning multi-agencies to overcome communication and language barriers.

## **7. Monitoring arrangements**

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

## **Appendix**

### **School Accessibility Checklist**

#### **Sites:**

Newman Resource  
Whiston  
Dinnington

## **School Accessibility Checklist – Template**

### School Accessibility Checklist

School /academy name	
Academy or LA maintained	
Academy / trust name	

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	
How many disabled parking bays do you have?	

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	
Does the main school entrance have power assisted doors?	
Are there any other doors in the school with powered openers?	
How many classrooms does the school have in total?	
How many of these classrooms are accessible from the main entrance to the school building?	
How many classrooms are in external accommodation? (e.g. Elliott/Portakabin)	
How many of the external classrooms have ramped or level access suitable for wheelchair use?	

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	
Does the school have a hygiene room with shower? (See note 2 below)	
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	

Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	
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Hoists	
Does the school have any hoists and if so how many?	
Which rooms are the hoists situated in?	
Are the hoist(s) any of the following:	
Mobile (on wheels)	
Ceiling track hoist - fixed	
Ceiling track hoist - moveable (H track)	

Specialist teaching equipment	
Does the school have any height adjustable desks?	
Does the school have any height adjustable science / DT equipment such as food technology?	
If yes to either of the above, please confirm which classroom types they are located in.	

Playground / playing field	
How many formal hard play areas does the school have?	
Do the hard play areas have level or ramped access?	
Does the school have its own playing field with level or ramped access?	
Does the school have an offsite playing field with level or ramped access?	

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	
Fold up / down wheelchair stair lift	
Small vertical wheelchair platform lift (box type)	
Conventional passenger lift	
Are any of the above not able to cope with the weight of a disabled person	



and their wheelchair causing breakdowns?	
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Hearing/Visual Impairment	
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Does the school have any of the following and approximate quantity of each (all, some, none)	
Contrasting doorframes	
Coloured handrails	
Coloured steps	
Tactile paving	
Hearing loops	
Soundfield systems	

Accessibility plan / strategy	
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Does the school have an up to date Accessibility Plan?	
Please confirm the date of the last time the plan was reviewed / adopted?	
If you plan relates to more than one school site (MAT), do you have site specific action plans?	

Form completed by (print name)	
Job role/ title	
Signature	
Date	