



Frambury Lane, Newport, Saffron Walden, Essex, CB11 3PU

*Together we grow at Newport Primary School*

# Accessibility Plan

Date adopted: Autumn 2025

Date approved: Autumn 2025

Review Date: Autumn 2026

## Introduction

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 children with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable children with disabilities to take better advantage of educations, facilities and services provided.
- Improve the availability of accessible information to children with disabilities
- Demonstrate how the school will ensure access and opportunities for all children without discriminating against children with disabilities in their admission and exclusions, and provision of education and associated services
- Demonstrate how the school will take reasonable steps to avoid putting children with disabilities at a disadvantage

Newport Primary School is an inclusive school and offers to meet the needs of all children and their families, including those with special education needs. We have a shared expectation that all children, regardless of their special education needs or disability, will be offered inclusive teaching which will enable them to make the best possible progress (emotionally, socially and academically), enabling them to reach their full potential and ensuring they understand that they are a valued member of the school community. The range of support the school an offer will be tailored to individual need following on from assessments by internal and/or external agencies. At Newport Primary School we endeavour to teach an enriched curriculum that goes beyond the classroom and incorporates aspects of social, spiritual, cultural, physical, intellectual, emotional and moral education.

At Newport Primary School we are proud, we are creative, we are resilient, we can communicate, we are kind.

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.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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 carry out normal day to day activities.”

### **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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Activity**

a) Education and related activities

Newport Primary will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

b) Physical environment

We will always take into account the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when requested or required.

**Action Plan**  
**Physical Environment**

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Finance</u></b>	<b><u>Timescale</u></b>	<b><u>Person Responsible</u></b>	<b><u>Monitoring</u></b>	<b><u>Success Criteria</u></b>
Improve signage and external access for visually impaired people	<p>Yellow strip mark step edges.</p> <p>Use universally recognisable symbols if required.</p> <p>Consult RNIB resources and strategies.</p> <p>Discussion with new visitors ahead of their visit if there are any accessibility requirements.</p>	£100	By Autumn 2027	HT, SBM and Site Manager	HT and Resources committee	<p>Potential trip hazards are identified easily.</p> <p>The school building can be entered and navigated efficiently.</p>
To have handrails next to the step up into the classrooms to support access into them (external doors).	Consider installing if needed.	Quote required	By Autumn 2027	HT, SBM	HT and Resource Committee	Handrails installed for easier access into classrooms via external doors.

**Education and related activities**

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Finance</u></b>	<b><u>Timescale</u></b>	<b><u>Person Responsible</u></b>	<b><u>Monitoring</u></b>	<b><u>Success Criteria</u></b>
To continue with CPD through staff meetings/training to ensure staff are knowledgeable in the needs of pupils with special educational needs and disabilities and strategies to support them.	Staff training requirements identified (Performance Management)  Training opportunities offered by the LA or by the SEND Inclusion team.	Up to £500	Ongoing	HT and SENDCO	SLT and Governors	Increased knowledge and understanding on what staff can do to ensure access to an appropriate curriculum for all children and to anticipate future potential barriers.
Ensure access to technology appropriate for pupils with disabilities	Prioritised purchasing list for computer technology as required for pupils with disabilities.  School staff act on advice from a specialist teacher team.	Up to £500	Ongoing	HT, SBM and SENDCO	SLT	Increased ways of recording and capturing learning.  Learning is supported and therefore engagement in subjects is improved.
Review PE curriculum to ensure that PE is accessible to all	PE lead to audit resources to ensure that we are meeting the needs of all children for all aspects of PE.  USSP SEND Timetable of	Up to £500	Ongoing	PE Teacher and HT	SLT	Increased participation in the sports curriculum, both in and outside of school.

	<p>events consulted and included into sporting fixtures planned for the academic year.</p> <p>Discussion with Premier Sports on what they can do to ensure inclusion and for staff to outline clearly the needs of certain children.</p> <p>Take advice from specialist teams.</p>					
<p>Planning reflects the identified areas of need in lesson preparation and delivery.</p>	<p>Individual One Plans are reflected and considered in teachers weekly plans.</p> <p>Purchase of resources to increase student participation.</p>	<p>Up to £500</p>	<p>Ongoing</p>	<p>All staff</p>	<p>SLT and Inclusion Governor</p>	<p>Improved access to curriculum for all children. Teaching staff have a better understanding of needs so deliver inclusive lessons.</p>

**Provision of information**

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Finance</u></b>	<b><u>Timescale</u></b>	<b><u>Person Responsible</u></b>	<b><u>Monitoring</u></b>	<b><u>Success Criteria</u></b>
<p>Make available school website, school newsletters/ Class Dojo and other information for parents in alternative</p>	<p>School website makes it clear that all documentation can be viewed in other formats. Use of technology (accessibility features on smart phones) to</p>	<p>N/A</p>	<p>Ongoing</p>	<p>HT and SBM</p>	<p>SLT</p>	<p>Delivery of school information to parents and the local community improved.</p>

formats.	<p>support communication between home and school.</p> <p>Liaise with relevant external agencies to support parental needs.</p>					
Review documentation with a view of ensuring accessibility for children with visual impairment.	<p>Seek advice from relevant supporting professionals e.g. specialist teaching teams on alternative formats and use of IT software to produce customised materials.</p>	N/A	Ongoing	HT and SENDCO	SLT and Inclusion Governor	Delivery of school information to children and parents with visual difficulties improved.

**Linked Policies**

This plan will used in the review and revision of the related school policies:

- School development plan
- SEND policy
- Equal opportunities policy
- Curriculum policy