

Newlands Girls' School

Accessibility Plan / Action Plan 2025-2028



LAST UPDATED AND REVIEWED	(by) SBM, SENDCO and Facilities Manager	05.11.2025
POLICY TYPE	Statutory	
REVIEW FREQUENCY	Every 3 Years	
RESPONSIBLE		
Leadership Team	School Business Manager	
Governing Committee	Full Governing Body	
APPROVED / MEETING	Approved by Governors	08.12.2025
UPDATED:	Shared Drive Website (if applicable)	08.12.2025

Courage Commitment Compassion

The Accessibility Plan

1. Newlands Girls' School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Newlands Girls' School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - b. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
 - c. Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed every 3 years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Health and Safety Policy
 - SEND Policy
 - The Equalities Policies and Objectives Statement
 - Curriculum Policy
 - Behaviour Policy
6. In regard to the Action Plan for physical accessibility it may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

Access to the Physical Environment

	Target	Strategy	Timeframe	Achievement
1	Continued provision of the ramp for the school hall. The disability hoists for the pool, stage lift and disabled toilet hoist are present but currently not required.	There is a ramp for the hall. The strategy for the pool hoist, toilet hoist and stage lift is to bring them back into service as soon as they are required subject to full compliancy inspections and tests. Or purchase new ones.	Ongoing Ongoing	All students and parents with a range of SEND to have equal access to all facilities including the pool, hall and stage.
2	Rescheduling of rooms for students unable to access upper floors of building.	LT to liaise with HODs, and Deputy Head Curriculum to reschedule rooms on timetables.	Ongoing	Equal opportunities to attend all activities
3	Organisation of offsite activities to address suitability of transport for a range of SEND.	Trip Leaders to always seek relevant transport that enable all pupils to access the trip	Ongoing	Total participation in all school activities and trips by students with SEND.
4	Emergency evacuation procedures (PEEPS) to be reviewed for students with SEND.	Facilities Manager and SENDCO to review. All students who have either a mobility difficulty or physical disability (including visual or hearing impairment) have a pinned note on Arbor regarding PEEPS with instructions of what procedures to follow in the event of an emergency evacuation.	Ongoing	All staff and students to be fully aware of procedures and designated personnel and meeting areas.
5	Improvements to ramps, entrance to building and entrances and exits to buildings.	Facilities Manager to continue to build in considerations when routine maintenance work is planned.	Ongoing	Ease of accessibility to common and specific areas for all pupils, parents and staff.
6	Internal decoration to consider increased numbers of students with visual impairment.	During redecoration consider tonal contrasts on doors and stairs.	Ongoing	Students with VI to be more confident when moving around the school in respect of Health & Safety issues.
7	Clear written guidelines for evacuation of students from all areas of the school in the event of a fire or as required	Fire and H&S Risk Assessments / Audits produced every two years or as necessary.	Ongoing	All staff and students to be aware of evacuation procedures. Health and Safety issue addressed. Regular practice evacuations.
8	Review of all outside paths between the School buildings to improve external walkways for all students	Facilities Manager and SBM to continue to assess all paths and to formulate a plan of repair/ replacement.	Ongoing	. All staff and pupils to be able to move easily and safely between the school buildings.

Access to the Curriculum

	Target	Strategy	Timeframe	Achievement
1	Enlargement of text for students with visual disability – handouts/worksheets, timetables, Progress Tests.	Teachers to modify documents to meet the needs of our VI pupils with advice from SENDCO	Ongoing	Students to successfully and independently access the curriculum.
2	Examination papers to be enlarged for students with visual impairment.	Liaison with examinations officer and SENDCO	Ongoing	Opportunity to complete examinations suited to visual ability.
3	Provision of a human reader and/or scribe for students eligible for special exam arrangements.	SENDCO and Exam Officer to liaise over required documentation for Exam Boards	Ongoing	Thorough assessment leading to correct referral and permission from Exam Boards.
4	Provision of specialist equipment for students with physical & mobility needs and hearing & visual impairments e.g. mobility walker, radio aid.	SENDCO to determine need for equipment following advice from external agents.	Ongoing	Students to access the curriculum using equipment assessed to be suitable for their needs.
5	School visits and activities to include students with a range of SEND.	Risk assessments to be carried out. Appropriate documentation to be completed. Staff ratio to meet needs of students.	Ongoing	No student to be excluded from an activity or trip due to their SEND or disability.
6	Training on a range of SEND in order to enhance skills and knowledge of staff.	SENDCO to identify best training options	Ongoing	All staff to be more knowledgeable and skilled in working with a range of students with SEND
7	Working with external specialist provisions and agencies to ensure students with a range of SEND needs receive the required professional support	SENDCO to liaise with specialist staff and arrange visits. Follow guidance within individual EHCPs.	Ongoing	Students make progress across the curriculum and meet outcomes set in their EHCPs

Access to Information

	Target	Strategy	Timeframe	Achievement
1	Wall displays to be accessible to students and adults with a range of specific and special needs.	Attention to formatting, spacing alignment, good tonal contrast. Avoidance of gloss, creasing and overprint for displays.	Ongoing	Students and visitors to be able to access information displayed.
2	Ensure that all school communications use plain English	A member of SLT to check all communications to parents/ carers before distribution	Ongoing	All communications to parents and carers will be easy to read and understand
3	Review documentation with a view of ensuring accessibility for students and parents with visual impairment	Review information as to whether it is available on website, by email etc.	Ongoing	Delivery of school information to students and parents with visual difficulties improved
4	Enlarged text request for curriculum materials.	Publisher to be contacted re: enlarged text. SENDCO to request enlarged print for students with VI.	Ongoing	Students to experience equal opportunities to access the curriculum gaining independence in their learning.
5	Safety notices to be displayed to be accessible to all students.	Reference to detail re: design, colour, size of font and prominence of display.	Ongoing	All notices to be accessible and to clearly impart required information particularly in case of emergency.
6	Assemblies and whole school gatherings accessible for all students regardless of disability.	Effective use of radio aid for specified students.	Ongoing.	Students to be able to access information being given.