



Newtown Primary School

Accessibility Plan

2025 - 2026

Reviewed September 2025

Next Review Date September 2026

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Newtown Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school values to ensure that children are enabled to be:

- Successful Learners
- Responsible Citizens
- Resilient Individuals

2.2. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been addressed.

2.4. As stated above, Newtown Primary School is committed to equal opportunities and inclusion.

This Accessibility Plan is not a standalone document but should be considered

alongside the following school policy documents:

- Special Educational Needs Policy
- Equal Opportunities Policy
- Safeguarding Policy.
- Health & Safety Policy

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. Current Activities that Increase the extent to which disabled pupils can participate in the school curriculum

- The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability.
- The SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- The Behaviour Lead, Wellbeing Mentor and Inclusion Support also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- The school works closely with specialist services including:
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language Therapists
 - Educational Psychology Service
 - CAMHS
 - GPs and paediatricians
 - School Nurse Team
 - BEAM Counselling
- The school's staff are given appropriate training for the pupils they work with this may include:
 - Moving and handling pupils with SEN
 - Team Teach
 - First aid training for Specific medical conditions including asthma, anaphylaxis and diabetes
 - Speech, language and communication needs (SLCN)
 - Wellcomm

3.2 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENCO
- DSL
- Behaviour Lead
- Wellbeing Mentor
- Drum Therapy

- BEAM counselling
- Sandwell Inclusion Support
- iPads/access technology
- English & Maths interventions
- Access to swimming lessons with one-to-one support in the pool
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits and residential
- Advice and support from School Nurse Team
- Medical Room and specialist First Aiders
- Transition arrangements, planning and support

3.3 The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.4. Improving access to the physical environment of the school:

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

- The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of being an inclusive school.
- Newtown Primary School has had extensive, building work, additions and improvements made to it in the last year which have improved its disability access. The school building itself is accessible to all being on one level throughout with entrance ramps at the main (front) and rear of the school. There is a ramp to access in EYFS and upper school playgrounds. There is a disabled toilet in our main building and in our CLC.
- Ongoing awareness of pupils' problems will be monitored to assess any more alterations needed. There is an emergency lighting beacon linked to the fire alarm system in the disabled toilet as well as a sound alert. In addition, the environment is continually enhanced through the school's building maintenance and redecoration work.

4. Review and Implementation

- The Accessibility Plan is reviewed annually or as required.
- This policy is available to view on the school's website.

Access audit

| Feature For example: | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|---|--|--------------------|-----------------------------|
| Corridor access | Corridors are wide enough for wheelchairs if they are kept clear. | Ensure good housekeeping to make corridors accessible. | All staff | ongoing |
| Parking bays | There is one disabled parking bay outside reception. | -Lines to be re-painted as they are fading -Ensure staff park responsibly so that disabled visitors can reach the parking bays. | DW SLT | ongoing |
| Entrances | The main entrance is accessible with single level flooring. | none | | |
| Ramps | All ramps are in good condition. | none | | |
| Toilets | There is a disabled toilet that all pupils can access. | none | | |
| Reception area | Reception is easy to access, welcoming and well signposted. | none | | |
| Internal signage | Welcome signs in reception. | Sign to be in multiple languages. | DW | Complete |
| External signage | External signs guide visitors to the main office. | none | | |
| Emergency escape routes | These are clear and easy to access. | none | | |