



# Newlands CofE School Federation

A partnership of Shere and Clandon Schools



## Accessibility Plan

### 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 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.

The Federation aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website and paper copies are available upon request.

The Federation supports any available partnerships to develop and implement the plan.

The Federation'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.

### 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 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.

### 3. Action plan

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

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed regularly to make sure it meets the needs of all pupils.</li> <li>• The school liaises effectively with external agencies who can support pupils with disabilities.</li> </ul>	<p>To ensure curriculum planning introduces all pupils to the work of prominent people across the curriculum (e.g., artists, mathematicians etc.) with disabilities.</p> <p>To arrange visits to school from people with disabilities who are able to share their skills and talents. It may be appropriate for individuals to share how they have overcome barriers in their education and/or career.</p>	<p>Subject Leaders will review planning to ensure the work of people with disabilities is included.</p> <p>School leaders will ensure school visits include people with disabilities.</p>	<p>Executive Headteacher</p>	<p>September 2024 with regular review.</p>	<p>Each school's artist spine includes artists with disabilities.</p> <p>Each school's reading spine includes authors with disabilities.</p> <p>Children are introduced to individuals with disabilities and hear about their skills and talents.</p>

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets</li> <li>• An accessible Forest School site.</li> <li>• Nurture provision</li> </ul>	<p>To review the provision in the library at Clandon School to ensure it is accessible to all pupils.</p> <p>To improve toileting facilities at both schools to ensure they are accessible to all pupils.</p>	<p>Reading Leader at Clandon to review facilities and propose changes.</p> <p>Submit SCA bids to Guildford Diocese for toilet refurbishment at both sites.</p>	<p>Reading Leader at Clandon School</p> <p>Newlands Federation Premises Manger</p>	<p>September 2024</p> <p>As process allows</p>	<p>The school library is accessible to all pupils.</p> <p>The toilets at both Shere and Clandon are accessible to all pupils.</p>

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to all members of our school community with a disability.</p>	<p>Our schools use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure the newsletter is accessible to all members of the school community.</p> <p>Ensure the school offers effective support to members of staff with a disability.</p>	<p>Upgrade newsletter to Microsoft Sway for ease of access.</p> <p>Distribute paper copies as needed.</p> <p>Offer discrete support to families where parents are unable to read or access forms.</p> <p>Include reminders at the top of the newsletter.</p> <p>Add colour-coding to dates for easy access.</p> <p>Introduce SEND newsletter each term.</p> <p>Through effective line management, OH referrals are made where adaptations may be required.</p> <p>The schools use best endeavours to follow the recommendations of OH referrals.</p> <p>The schools work with outside agencies to support members of staff with a disability.</p>	<p>Executive Headteacher.</p>	<p>September 2024</p>	<p>The newsletter is accessible to all members of the school community.</p> <p>A SEND newsletter is sent each term including clear signposting to other services.</p> <p>The schools support members of staff with a disability through effective line management and reasonable adjustments.</p> <p>The schools enjoy a culture where staff with a disability are encouraged and supported.</p>

The Governing Body first adopted this policy in September 2021. It will be reviewed annually as necessary.

The Resources Committee is responsible for the review of this policy.

[This statutory policy will be approved by the Governing Body](#)

Date of last review: Summer 2023

Date for next review: Summer 2024