



Newlands CofE School Federation

A partnership of Shere and Clandon Schools

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 (as amended) to have an accessibility plan. This plan is a statutory requirement and must be regularly reviewed and updated to ensure ongoing compliance with the law and the evolving needs of pupils.

The purpose of the accessibility 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 the education, benefits, facilities, and services provided.
- **Enhance** the availability of accessible information to pupils with disabilities.

The Federation is committed to promoting equality of opportunity and eliminating discrimination. We aim to treat all pupils fairly, with dignity and respect, and to provide access and opportunities for all, regardless of disability, in line with the **Public Sector Equality Duty (PSED)**, which places a responsibility on schools to proactively advance equality and foster good relations.

This accessibility plan considers:

- The **Special Educational Needs and Disability (SEND) Code of Practice (2015)**.
- The **Children and Families Act 2014**, which underlines the importance of inclusive education and coordinated support for children with SEND.
- The most recent updates and statutory guidance from the Department for Education.

The plan will be published on the Federation's websites and is available in paper format upon request. It will be reviewed regularly and updated at least every three years, or sooner if significant changes occur.

The Federation values partnerships with parents, local authorities, health services, and other organisations in developing and implementing accessibility strategies.

Concerns relating to accessibility can be raised through the Federation's complaints procedure, which outlines the steps for addressing any issues.

2. Legislation and Guidance

This document meets the requirements of:

- Schedule 10 of the Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The Department for Education (DfE) guidance for schools on the Equality Act 2010
- The SEND Code of Practice (2015)

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 carry out normal day-to-day activities. Under the SEND Code of Practice:

- **'Long-term'** is defined as lasting a year or more.
- **'Substantial'** is defined as more than minor or trivial.

The definition also includes sensory impairments (such as those affecting sight or hearing) and long-term health conditions, including asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers. This may involve the provision of auxiliary aids, adjustments to the curriculum, or adaptations to the physical environment.

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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME	SUCCESS CRITERIA
Increase access to the curriculum for pupils with disabilities	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed regularly to make sure it meets the needs of all pupils. • The school liaises effectively with external agencies who can support pupils with disabilities.	Audit the curriculum to ensure it is accessible and inclusive for all pupils, including those with SEND and disabilities. Provide training for staff on inclusive teaching strategies. Work with external specialists to adapt resources and interventions as needed. Ensure that all school trips and extracurricular activities are inclusive and accessible.	SENDco Federation Leadership Team	Ongoing	Pupils with disabilities are fully included in lessons and enrichment activities and make progress in line with their peers.

AIMS	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME	SUCCESS CRITERIA
Improve the physical environment to support access for all.	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled toilets • An accessible Forest School site. • Nurture provision	Conduct a premises accessibility audit across all federation sites. Develop a phased plan to address physical barriers, including improved signage, step-free access, and adapted toilets. Consider accessibility during all building and refurbishment projects. Provide safe and accessible emergency evacuation procedures for all pupils and staff.	Federation Business Manager Federation Premises Manager	Start Audit in September 2026. Complete actions within three years.	The school environment meets the needs of pupils and visitors with physical, sensory, or mobility impairments.
Improve the delivery of information to all members of our school community with a disability.	Our schools use a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Provide key documents (e.g., newsletters, policies, reports) in alternative formats upon request (e.g., large print, braille, audio, Easy Read). Ensure the Federation websites are fully accessible and compliant with current web accessibility standards (WCAG 2.2). Develop staff awareness of how to communicate effectively with pupils and parents who have communication needs or sensory impairments.	Executive Headteacher. SENDCo	Ongoing, with full compliance by September 2027.	All stakeholders can access information in formats that meet their needs.

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 2026

Date for next review: Summer 2027