

THINKING SCHOOLS ACADEMY TRUST



ACCESSIBILITY PLAN

“Transforming Life Chances”

NEW HORIZONS PRIMARY SCHOOL

This policy was adopted on	01/11/2025
The policy is to be reviewed	01/11/2028

(Version 2)

1. Vision Statement

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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

New Horizons Primary School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The School Vision Statement

To transform life chances by:

- Providing an educational framework that promotes the development of effective habits and cognitive structures
- Challenging everyone to aspire to and to strive for personal excellence
- Enabling each individual to realise their potential and have mastery of their own destiny
 - Child first
 - Aspire
 - Challenge
 - Achieve

The 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.

The School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in School, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the School.

Signature:



Date: 01/01/2026

Name: Lizzie Shackelford

Position: Headteacher

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

Please note that an accessibility audit of the school will be scheduled in once coronavirus restrictions allow, to enable a full and complete action plan to be developed.

Aim	Current good practice <i>Established practice and practice under development</i>	Person responsible	Check of good practice completed and any comments/further actions required	Date to complete
To maintain a monitoring system to support students with a disability.	<ul style="list-style-type: none"> • Maintain a register of children with a disability • Monitor patterns of attendance • Monitor participation in off-site activities and residential visits • Record student achievements 	SENDCO		
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • The School offers an adapted curriculum for all students. • The curriculum is reviewed annually to ensure it meets the needs of all students. • Staff have access to SEND resources, which are tailored to the needs of students who require support to access the curriculum. • Staff are aware of children with disabilities such as specific learning difficulties, ADHD, diabetes etc. and plan accordingly. • Teachers, TAs and Pastoral staff have access to specific CPD for disability issues • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability. 	Headteacher		

	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for students with additional needs. • Students have full access to trips and extra-curricular activities. <ul style="list-style-type: none"> - Risk assessment prior to trips - Plan trips and activities with parents to ensure access - Provide support for students to ensure they can access out of hours activities • PSHE curriculum reviewed to ensure disability awareness is taught effectively • Provide opportunities for children to meet with people with a variety of disabilities. • Review provision in other areas of the curriculum e.g. PE • Purchase books and other resources that promote positive images of disability • Invite disabled speakers and visitors to assemblies, events 			
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted, or will be adapted, to the needs of students as required</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities in both buildings • Aids are provided for those who are visually impaired – for example edge of steps marked with yellow • Both buildings are accessible by wheelchair users as ground floors are all access is flat, there are no steps, and all doors are wide enough. There is a lift in the Wymering building to the upper floor. There is one ramp on the south entrance to the Wymering building and all doorways are wide enough. 	<p>Thinking Facilities / School</p>		

	<ul style="list-style-type: none"> • Both staircases have a bag chair that allows staff to assist non-mobile people to evacuate in event of a fire. Members of staff have been trained on how to use an evac-chair. • Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan). • Parents/carers are consulted about access needs during transition/when a child is admitted to the school • Parents/carers and children are consulted about access in review meetings • Information on the needs of users and students. 			
Improve the delivery of information to students with a disability	<ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Ensure Teachers, TAs and governors have access to specific training for disability issues • Ensure that all staff can differentiate the curriculum and are aware of SEN resources 	Headteacher		
Ensure that disabled adults are considered equally with others for posts in the School.	<ul style="list-style-type: none"> • To welcome all applicants for teaching and TA posts • To encourage all members of the community to consider becoming a governor. 	Headteacher Governors		

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary – e.g. once the accessibility audit has been completed.

It will be approved by the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy