

# NP11.2 Accessibility Plan (2022-2024)

This plan applies to the whole school including EYFS at Newton Prep

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## Introduction

Newton Prep (the “School”) strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to equal treatment for all, regardless of any of an applicant’s relevant protected characteristics (being age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation) in accordance with the Equality Act 2010. The School is non-denominational and we welcome applications from children of all faiths and none, and from all social backgrounds. Newton Prep is an academically selective school on ability and aptitude, and we welcome all pupils who can make the most of the opportunities that we offer and can flourish in the academically ambitious environment.

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# Definition of Disability and Scope of the Plan

A person (including a child or young person) is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities (as defined by the Equality Act 2010).

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa. However, the School extends the ethos of this plan to those with special educational needs.

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum;
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled, taking into account preferences expressed by children or their parents;
- improve the School's physical environment in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or associated services offered by the School.

## How the Plan is Constructed

The School's Deputy Head Teaching & Learning and Bursar review the plan and as necessary co-opt support from other members of staff (e.g. SENDCo) whose expertise would be of assistance. Their remit is:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis

They will have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Child specific needs
- Context specific needs
- Any preferences expressed by the pupil or their parents
- Exclusions
- Education
- Extra-curricular activities

- Physical school environment
- Reasonable adjustments
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School plans to conduct an annual audit of our provision for pupils with special educational needs and/or disabilities.

The School regularly consults staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

## How the Plan is Reviewed and Monitored

The School's SLT is to meet annually to frame recommendations for inclusion in the plan.

There will be a formal review of the implementation of the plan by the School's Finance Committee in June each year to review which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The School's proprietor is ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies; e.g. (but not limited to):

- Curriculum Policy
- SEND Policy
- Anti-Bullying Policy
- Administration of Medicines
- Equal Opportunities Policy
- Health and safety policy, fire procedures, risk assessments
- Behaviour Policy
- Guidelines for Laptop users

# Implementation

The tables below are based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in the identified key areas (facilities, curriculum, provision of information and staff training) and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the School Council.

The Strategic Aims are placed in the second column of each table. Actions that we have taken in the last four years to support and realise the Strategic Aims are placed to the left of this in the first column. The information on what we will do in the next three years to support and achieve these aims appears in the three columns to the right of the Strategic Aims.

Facilities				
What we have done in the last four years	Strategic Aim	What we will do in 2022-23	What we will do by the end of 2023-24	What we will do by the end of 2024-25
Access paths to the garden have been resurfaced and incorporated new ramps.	<b>The school should be physically accessible throughout to all pupils and potential pupils.</b>	Provide small adaptations for pupils with mobility issues as required. The adaptations should be personalised wherever possible.	Undertake an accessibility audit to identify areas of improvement and good practice.	Improved physical environment for disabled staff and pupils planned into the school's long-term masterplan.
A new room has been allocated to well-being in the Year 4 corridor, to enable pupils to access support in a calming environment. A.	<b>SEND department facilities should be of high quality and facilitate the teaching and development of pupils.</b>	Ensure that each pupil with a diagnosis of ADHD has access to a Hokki stool in class. Hokki stools encourage 'active sitting' to improve focus and concentration of pupils.	To continue improving the provision for pupils with SEND in class by trialling a range of recommended resources and supports.	ongoing
Developed the Learning Hub, a bespoke space specifically designed for supporting pupils with specific learning differences. The Hub is a calming, low sensory environment conducive to an optimal learning experience for pupils with SEND	<b>SEND department facilities should be of high quality and facilitate the inclusive teaching and development of pupils with identified SEND</b>			

Developed a 'sensory corner'/calm down area in every class from year 1 to year 3, to allow pupils to self-regulate and to calm down when overstimulated.	<b>Improve inclusion of pupils with SEND in the classroom</b>	Extend the sensory corners to the EYFS classrooms	Develop a sensory corner at the end of the Year 4 corridor	Develop age appropriate sensory corners for years 5, 6, 7 & 8
Improved signage and wayfinding so that it is not confusing or disorientating for disabled parents with visual impairment and SEN.	<b>Improvements should be made to assist the navigation around the school by visually impaired pupils.</b>		Ensure that the accessibility audit pays particular attention to issues concerning visually impaired pupils and staff with particular to teaching classrooms and stair nosings.	
A portable hearing loop has been procured for use in the Recital Hall and Auditorium	<b>Improvements should be made to assist pupils with impaired hearing.</b>	Introduce sound damping into classrooms and corridors	Consider the introduction of sound baffles in noisy areas, particularly the sports hall. Extend sound damping to more classrooms.	Ongoing
	<b>Classrooms and other areas should be designed to provide a calming environment for pupils with a neurodiverse profile</b>	An exemplar classroom will be created that is mindful to the needs of all pupils.	The lessons learned from the exemplar classroom will be rolled out to other classrooms in the school.	ongoing
Introduced two new printers for pupils with SEND using laptops in school	<b>Printers on every floor will improve access to printing to pupils with reduced mobility and regular laptop users</b>			

Curriculum				
What we have done	Strategic Aim	What we will do in 2022-23	What we will do by the end of 2023-24	What we will do by the end of 2024-25
Supported children with using a laptop in school and for exams if recommended by an Educational Psychologist	<b>To ensure that pupils with handwriting difficulties can access the curriculum</b>	Provide training and support for pupils and staff who have to use a laptop instead of a traditional exercise book	Investigate how we can support pupils and staff with having 'online exercise books' to store their work, rather than having to print off their work and stick it into their books	Implement a form of virtual learning environment for pupils to save and store their work
Developed Laptop Policy for pupils with SEND using a laptop in school. The Policy outlines guidance and conditions for laptop use in school.	<b>To provide parents, pupils and teachers with up to date guidance and information about laptop use in class in school</b>	Implement our new policy and arrange monthly meetings with pupils and member of the ICT department to support them with touch-typing and the use of relevant software	Ongoing	ongoing
Allocated the Learning Hub as the examination room for pupils with access arrangements	<b>To provide pupils with a suitable environment for exams, away from noise and distractions</b>	Print all exams on dyslexia friendly coloured paper	Print all examination papers using a larger font for pupils with SPLDs	ongoing
Introduced a dyslexia screening test for all pupils in Year 3	<b>To improve the identification of pupils with literacy difficulties and provide targeted support</b>	Ongoing	Ongoing	Extend the screen to pupil in Year 5
Introduced Dyslexia	<b>To further refine our</b>	Ongoing	Ongoing	Ongoing

Portfolio: a comprehensive battery of diagnostic tests to identify specific areas of difficulty in literacy in pupils	<b>identification measures in order to provide targeted intervention for pupils with difficulties in literacy</b>			
Introduced the computer programs Wordshark and Nessy to support pupils with literacy difficulties in Y1 to Y6	<b>To increase literacy provision for pupils in Wave Two</b>	Pilot wordshark in Y1, Y2 and Y3 and Nessy in Y4 and 5	Extend the use of wordshark to pupil sin Reception and Nessy to pupils in Year6	ongoing
Introduced Reader Pens to some pupils with a diagnosis of dyslexia who are eligible for a reader in exams	<b>To improve access to the curriculum to pupils with literacy difficulties</b>	Pilot the use of a reader pen, in class and in exams, with a small number of pupils with dyslexia in year 7 and 8	Extend the use of the reader pen to a wider group of pupils who struggle with reading.	
Implemented new SEND referral form from September 2020	<b>To improve communication between the SENDCo and staff regarding the identification of children with potential SEND</b>	Utilise CPOMs and Provision Map to their fullest potential so that staff are aware of pupils who are referred to the SENDCO	Ongoing	
Implemented updated SEND Policy effectively from September 2020	<b>To ensure that the SEND Policy reflects our current practice in the identification and support of pupils with SEND</b>	ongoing	ongoing	
Launched Neurodiversity Celebration Week in March 2021. An annual event, featuring a range of events for pupils, parents and staff	<b>To increase knowledge and understanding of different learning profiles and to challenge negative stereotypes of learning</b>	Promote understanding of different neurodiverse profiles, their learning preferences, strengths and needs	Continue to promote awareness and understanding of ASD; ADHD; Dyslexia and Dyspraxia amongst pupils,	ongoing



members.	<b>differences.</b>		parents and members of staff	
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<b>Provision of Information</b>				
<b>What we have done</b>	<b>Strategic Aim</b>	<b>What we will do in 2022-23</b>	<b>What we will do by the end of 2023-24</b>	<b>What we will do by the end of 2024-25</b>
Introduced Provision Map, a software for sharing information and for tracking the effectiveness of provision for pupils with SEND. The software enables teachers to access pupils' learning plans, details of learning support provision, classroom adjustments and and access arrangements.	<b>To improve the way information about SEND pupils is communicated amongst members of staff.</b>	Create learning plans for all pupils with SEND. Begin to develop provision plans for pupils receiving specialist provision.	Develop provision plans for pupils receiving well-being support	Further develop our provision library to include a wide range of learning, behaviour and well being provisions.
Designed a new Learning Plan format for pupils with SEND in the EYFS.	<b>To improve the communication of information to parents of children with SEND in the EYFS</b>	ongoing	ongoing	ongoing
Designed Pupil Passports for pupils in years 5 to 8 with SEND. The Pupil Passport is a one page document that	<b>To put pupils with SEND at the centre of their learning experience by giving them the opportunity to</b>	Implement the use of Pupil Passports for selected pupils with SEND who do not require a learning plan	Extend pupil passports to all pupils with SEND from Year 4 to Year 8	ongoing

provides pupils' preferences about the way they like to be helped at school	<b>communicate their preferences to teachers</b>			
Developed a section of the library for pupils with literacy difficulties. We purchased a number of books, published by Barrington Stoke, which are written with a dyslexia friendly font and an accessible layout. We also purchased a number of audio books to enable reluctant readers to access fiction and non-fiction materials.	<b>To expand the provision of reading materials for pupils with literacy difficulties</b>	Will continue to expand our library of dyslexia friendly books and audiobooks. We will add an audio/e-book platform onto the library catalogue so children can access both from home or school..	Will continue to expand our library of dyslexia friendly books and audiobooks	Will continue expand our library of dyslexia friendly books and audiobooks
Arranged a SEND drop in morning to enable parents to visit the Hub, get to know members of the SEND department and to network between themselves	<b>To enhance communication between parents of pupils with SEND and the school and to improve knowledge of SEND amongst parents</b>	Arrange termly SEND drop in mornings for parents	To provide SEND presentations and training as part of the drop in mornings	ongoing
Provided online training on neurodiversity to parents of children with SEND, including ASD in girls and ADHD	<b>To improve understanding of Neurodiversity and to strengthen the School's partnership with parents in supporting pupils with SEND at home and at school</b>	To pilot a course of post-diagnostic psychoeducation with a specialist outside provider for parents of pupils with a diagnosis of ASD and ADHD.	To offer at least one course of post diagnostic education yearly to parents of pupils with a diagnosis of ADHD/ ASD	Ongoing

<b>Staff Training</b>				
<b>What we have done</b>	<b>Strategic Aim</b>	<b>What we will do in 2022-23</b>	<b>What we will do by the end of 2023-24</b>	<b>What we will do by the end of 2024-25</b>
Provided in-house training on Provision Map, SEND referrals and supporting children with SEND through Quality-First Teaching. Provided staff training on ADHD by a specialist guest speaker.	<b>To ensure all staff are trained with supporting children with Special Educational Needs and Disabilities so that they can help them to reach their fullest potential</b>	Identify knowledge gaps in the staff, in line with the Special Educational Needs and Disabilities which are currently present at the school and continue to offer training particularly on ADHD and ASD, as they are the growing areas of need amongst pupils in the school	Arrange a training series with both guest speakers and in-house staff leading sessions for staff. Additional training for SEND team and the Mental Health Lead.	Repeat
SEND department provided training in the delivery of specialist maths programme to all Teaching Assistants in year 1	<b>To ensure that Teaching Assistants are equipped with skill so support pupils with numeracy difficulties in KS1</b>	Continue to provide training and support to TAs in Year 1	ongoing	ongoing

**Accessing the Policy:** This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

## Review and Update Process

<b>Member(s) of staff responsible for update</b>	Deputy Head Teaching & Learning, Bursar and SENDCO
<b>Sub-Committee responsible for review</b>	General Purposes Committee
<b>Last review by General Purposes Committee</b>	November 2023
<b>Last updated by SLT</b>	November 2023
<b>Next review by General Purposes Committee</b>	November 2024
<b>Next update by SLT</b>	October 2024