

NP11.2 Accessibility Plan

(2025-2027)

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

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 in accordance with the Equality Act 2010. The School is pluralistic 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.

The School is also mindful that parents of pupils and prospective pupils may have disabilities and supports their access to the School wherever possible and through virtual means where physical access is not possible.

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 education 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; This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school;
- 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; This includes planning approaches by which the School makes written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information aims to be within a reasonable time and

in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them 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. This includes improvements to the physical environment of the school and physical aids to access education.

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
- Behaviour logs
- Child specific needs
- Context specific needs
- Any preferences expressed by the pupil or their parents
- 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 and to review updates.

There will be a formal review of the implementation of the plan by the School's Finance Committee (which includes the proprietor) in June each year to review which measures have been achieved and to review input recommendations from SLT, and define clear time-frames for completion of the various elements. The review also includes 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.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Bursar (bursar@newtonprep.co.uk). The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

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

Improvements already implemented

Over the past four years improvements in accessibility include:

Improving access to the physical environment/curriculum:

- **Establishment of the Learning Hub.** This is a bright, airy room dedicated to the SEND department that was completely refurbished for this purpose. It has calming colours, noise dampening and appropriate furniture and it is in constant use during the school day for 1-1 or small group sessions.
- **Refurbishment of classrooms.** Classrooms have been refurbished to a model improving accessibility by installing teacher walls to concentrate storage into one area of the classroom and give more free floorspace for pupils with impaired mobility or vision. Sound damping has been improved by the installation of acoustic notice boards improving the learning environment for pupils with SEN and impaired hearing. Colours for decoration have also been chosen to be calming to improve the environment for all pupils.
- **Sound damping.** Acoustic notice boards have been installed in all refurbished areas of the school, including corridors, to dampen noise and improve the environment for pupils with sensory and hearing issues.
- **Appropriate furniture.** Appropriate furniture including rocking (Hokki) stools for pupils and improved office chairs for staff have been installed where required.
- **Removal of steps around the estate.** Where possible, steps have been removed around the school buildings and the estate. During a recent refurbishment of the English corridor and Auditorium entrance a step was replaced with a ramp to allow step-free access from the 2nd Floor lift to the Auditorium.
- **Floor coverings are all hard or short-pile.** All floor coverings are hard finish, short-pile carpet or short-pile carpet tiles allowing access for wheelchairs. This is considered during the planning process for any refurbishment.

Improving access to the curriculum:

- **Laptops.** Children who need them use laptops in class as their normal way of working.
- **Sensory corners.** Sensory corners have been installed in classrooms where needed for pupils.
- **Staff training.** Academic staff have had training on specific learning needs including practical strategies for inclusion.

Improving access to information:

- **Printers on all floors.** Printers have been introduced to all floors to allow pupils with impaired mobility to collect printing more easily.
- **Provision Map.** All staff have access to Provision Map, where information is collated about children with SEND, including learning plans and pupil passports.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	To ensure that the School environment is accessible to all pupils	<ul style="list-style-type: none"> To assess the pupil roll for any individual for whom access may be problematic. Plan for access where any pupil develops a disability whilst at school. This includes temporary risk assessments for short-term injuries, which involve rooming changes within the timetable 	Termly or as incident dictates	Bursar Deputy Head LS, Deputy Head 3-5, Deputy Head 6-8	Communication of plan where adjustments made
	Make sure furniture and equipment is selected and located appropriately.	<ul style="list-style-type: none"> Budget provision for specialised furniture and lighting and regular inspections of all evacuation routes 	Annual budget process	Bursar	Furniture purchased as required
	To ensure that lighting, colour schemes, acoustics and evacuation routes are suitable.		Termly inspections		Reports at Health and Safety meetings
Medium Term	Review existing building plans to incorporate accessibility provision.	<ul style="list-style-type: none"> When choosing new carpets make sure it is low pile to aid wheelchair movement 	Ongoing as refurbishment requires	Bursar	Maintenance and minor works plans
		<ul style="list-style-type: none"> Maintenance of all lifts to access buildings 	Annually, service as required		
Long Term	To improve learning context for students with disabilities	<ul style="list-style-type: none"> Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey 		FinCo	Quotation to be obtained and discussed at FinCo

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	All current and prospective registered pupils can access the curriculum regardless of disability	<ul style="list-style-type: none"> Information is made available via the admissions process, both from parents and current school, of any 'reasonable adjustments' that may be required for the candidate to access the curriculum. A plan is put in place for each SEND pupil on entering the school to ensure that any 'reasonable adjustments' are made to ensure access to the curriculum, whether those affect seating, lighting or adjustments to teaching. Those requirements are communicated to all staff, and reviewed and updated annually with advice from teaching staff and the pupil themselves 	Immediate, and then reviewed at least annually	Admissions SENCO Deputy Head Teaching & Learning	<ul style="list-style-type: none"> Information on any disability, including SEN, or long-term medical condition, provided by parents and current school, as part of the admissions process. New staff induction includes introduction to Provision Map. Individual plans for each SEND pupil on Provision Map. Regular training for staff. Standards of learning are equitable for SEND pupils.
		<ul style="list-style-type: none"> Teachers to be made aware of various teaching methods to enhance the learning experience of SEND pupils 	Ongoing	Deputy Head Teaching & Learning SENCO	Lesson observations Regular INSET
	To ensure that internal assessments and examinations are conducted fairly and do not disadvantage pupils with a disability	<ul style="list-style-type: none"> Suitable rooming for SEND pupils taking examinations is provided. Staff ensure access arrangements and reasonable adjustments are implemented in assessments Pre-exam meetings between SENCO and Deputy Head Teaching and Learning to check details are up to date. Invigilators given instructions for access arrangements. 	Ongoing	Deputy Head Teaching & Learning SENCO	Pupils with SEND able to access all exams fairly. Pupil feedback.

	To increase staff confidence with methods for inclusive practice	<ul style="list-style-type: none"> Staff meeting schedule and INSET to include training on inclusive teaching and learning, including adaptive teaching and catering for specific needs 	Ongoing	Deputy Head Teaching & Learning SENCO	Lesson observations Regular INSET
	To ensure that pupils are able to take part in suitable co-curricular activities and trips irrespective of disability.	<ul style="list-style-type: none"> Staff aware of all SEN pupils and issues Individual risk assessments in place for all children with heightened risk due to SEND 	Ongoing	All Deputy Heads Assistant Heads SENCO	Organising staff record relevant documentation and adjustments on Evolve
Medium Term	To develop transition processes to ensure pupils with SEND are not inadvertently disadvantaged during these processes	<ul style="list-style-type: none"> Transition booklets to provide pupils with clear expectations about what their next classroom, teachers etc they will have Pre-start-of-school visit on Autumn INSET days to navigate new routes and sites Sessions going through new timetables and routines 	Summer 2 and Autumn 1	SENCO	Children settled on transition to new year groups
	To develop the use of calm-down spaces	<ul style="list-style-type: none"> Establish clear spaces for calm-down for each year group/subject space 	2025-2026	SENCO	Children can re-engage with learning in a timely manner

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	To ensure that information about SEND is clearly communicated to all staff	<ul style="list-style-type: none"> Keep Provision Map up to date Continue to develop pupil passports Provide time during INSET and staff meetings to go through specific children as needed 	Ongoing	SENCO Deputy Head Teaching & Learning	Pupils with SEND are fully included in lessons Lesson observations
	To ensure children with SEND are not inadvertently discriminated against during the senior school transfer process	<ul style="list-style-type: none"> Termly drop-in morning for parents of children with SEND SST meeting exclusively for parents of pupils with SEND 	Ongoing	SENCO Deputy Head 6-8	Pupils with SEND secure 11+ and 13+ places
	To ensure that all information such as timetables, information about school events etc can be adapted and shared in alternative formats where appropriate	<ul style="list-style-type: none"> Maintain awareness of access needs among parent community 	Ongoing	Deputy Heads	All parents are able to attend school events and access relevant information
Medium Term	To increase staff and pupil awareness of disability and discrimination	<ul style="list-style-type: none"> Use INSET, assemblies and PSHE to explore disability and discrimination Ensure that neurodiversity week continues to be marked in the calendar 	Ongoing	Deputy Head Teaching & Learning SENCO	Staff meeting schedule Assemblies overview

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

Last updated	January 2025
Next update	September 2025