



Newbold School Accessibility Policy and Plan

Date of this review: September, 2026, by Mrs J Crissey (Headteacher) & Mrs M Jennings (Deputy Headteacher)

Ratified by Newbold School Board of Governors, Autumn Term 2026

Next review : September 2027

Purpose and Aims

Newbold School is committed to providing an inclusive, welcoming environment in which all pupils can access education, participate in school life and achieve their potential.

This Accessibility Policy and Plan sets out how the school will identify and reduce barriers to learning, participation, communication and access to the school environment.

In accordance with the Equality Act 2010, the school will take reasonable steps to prevent disabled pupils from experiencing substantial disadvantages and will plan for improved accessibility.

The plan addresses three key areas:

1. Increasing access to the curriculum for disabled pupils.
2. Improving the physical environment to enable disabled pupils to access education and associated facilities.
3. Improving the accessibility of information for disabled pupils and their families.

The school will review the effectiveness of its arrangements regularly and make improvements where reasonably practicable.

Legislation and Definition of Disability

This policy has been developed with reference to the Equality Act 2010 and relevant Department for Education guidance.

Under the Equality Act 2010, a person is 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.

This may include physical disabilities, sensory impairments, learning difficulties and long-term health conditions.

The school recognises its legal responsibilities to:

- Avoid unlawful discrimination, harassment and victimisation.
- Make reasonable adjustments for disabled pupils.
- Consider accessibility when planning improvements to the curriculum, premises and information provision.

- Maintain and implement an Accessibility Plan.
- Promote equality of opportunity and participation across school life.

The school will consider each pupil's individual circumstances and needs when determining appropriate support and reasonable adjustments.

Principles and Commitments

Newbold School is committed to treating pupils, employees, parents, carers and visitors fairly and with respect.

The school will:

- Promote an inclusive culture in which individuals are valued and differences are respected.
- Provide a broad and balanced curriculum, adapting teaching, learning activities and assessment where appropriate.
- Recognise and respect parents' and carers' knowledge of their child's needs.
- Involve pupils and their families in discussions about accessibility and appropriate support.
- Respect confidentiality and handle personal information appropriately.
- Provide reasonable adjustments to reduce barriers to participation.
- Seek advice from relevant professionals and external agencies when necessary and available.
- Ensure staff understand their responsibilities under equality and disability legislation.

The school also promotes equality of opportunity, respect for different nationalities and languages, gender equality, and an environment free from racism, sexism, bullying and discrimination.

Accessibility Arrangements

- Curriculum and Participation

The school will aim to ensure that disabled pupils can participate as fully as possible in lessons, school trips, extracurricular activities and wider school life.

To achieve this, the school will:

- Identify barriers to learning and participation as early as possible.
- Adapt teaching methods, resources, tasks and assessment arrangements to meet individual needs.
- Use differentiation and appropriate support to enable pupils to access the curriculum.
- Consult parents and, where appropriate, pupils about effective strategies and adjustments.
- Seek advice from specialist teachers, the British Union Conference (BUC), relevant local authority services and health professionals where appropriate.
- Review support arrangements to assess whether they remain effective.

Additional specialist provision will be considered on an individual basis. Where external funding or specialist resources may be required, the school will discuss available options with parents and relevant agencies.

Any arrangements concerning additional costs will be considered in accordance with applicable equality law and the school's contractual obligations. Financial considerations will not be treated as an automatic exemption from the duty to make reasonable adjustments.

- Physical Environment

The school will consider the needs of pupils, parents, carers, staff and visitors with physical disabilities or sensory impairments when planning maintenance, refurbishment and improvements to the premises.

Considerations may include:

- Access to classrooms and other school facilities.
- Safe movement around the school site.
- Lighting, acoustics and colour contrast.
- Accessible facilities, furniture and equipment.
- Reasonable adjustments to enable participation in school activities.

The school will assess identified barriers and prioritise improvements according to need, feasibility, available resources and its legal responsibilities.

Where a particular adjustment is not immediately possible, the school will consider reasonable alternative arrangements to reduce disadvantage.

- Information and Communication

The school will aim to make information accessible to pupils and families with different communication needs.

Where reasonably requested or required, information may be provided in alternative formats, including:

- Large print.
- Electronic formats suitable for assistive technology.
- Simplified or easy-read information, where appropriate.
- Other suitable formats identified through discussion with the individual.

The school will consider local services and specialist advice when identifying appropriate formats.

Parents and carers should contact the school office to discuss accessibility or communication requirements.

Pupils with Health Needs Who Cannot Attend School

Where an enrolled pupil is unable to attend school for an extended period because of illness, surgery or recovery, the school will discuss reasonable arrangements with the family.

Depending on the pupil's circumstances, available resources and the expected duration of absence, support may include:

- Providing learning activities is through Seesaw.
- Offering appropriate remote contact with teachers or teaching assistants through Zoom.
- Providing work electronically by email or in printed form for collection.
- Agreeing a suitable approach to communication, learning and review.

The nature and frequency of support will be agreed individually, taking account of the pupil's needs, the anticipated duration of absence, staffing and resources, and the impact on the effective operation of the school.

The school is a small independent school and cannot guarantee permanent remote education or continuous one-to-one teaching for pupils who cannot attend in person. Any proposed additional provision will be discussed with parents, including possible funding arrangements where relevant, and considered in light of the school's legal obligations.

The school does not provide online education for children whose parents have elected to educate them at home.

Admissions and Reasonable Adjustments

The school will consider applications from disabled pupils fairly and will not unlawfully discriminate in admissions, education provision, access to services or exclusions.

Where a pupil may require specialist provision, additional resources or adjustments to the environment, the school will discuss the pupil's needs with the family and consider what reasonable adjustments can be made.

The school will be open with parents about its facilities, resources and any identified limitations. It will explore reasonable options and any appropriate external support before reaching decisions about provision, including the estimated cost of additional services.

Decisions will be made on an individual basis and in accordance with the Equality Act 2010.

Website Accessibility

Newbold School is committed to improving the accessibility of its website:

<https://www.newboldschool.info/>

The school aims to ensure that website content is clear and usable. Current accessibility features include:

- The ability to change font size through browser or device settings.
- Zoom functionality up to 175% without text spilling off the screen.
- Screen-reader compatibility with commonly used software, including JAWS, NVDA and VoiceOver.
- Clear language and high-contrast colours.

The school recognises that some accessibility barriers remain, including the inability to adjust line height or text spacing directly and the absence of a skip-to-main-content link.

The school will consider reported issues and identify proportionate improvements to website accessibility.

Users who experience difficulties or require information in an alternative format can contact:

Email: websitemanager@newboldschool.co.uk

Telephone: 01344 421088

The school aims to respond to requests for alternative formats within five working days.

A separate website accessibility statement will be maintained and reviewed as appropriate, reflecting the school's applicable legal obligations and the website's actual accessibility.

ACCESSIBILITY PLAN

The Headteacher will oversee implementation of this plan, with support from relevant staff and the Governing Body.

The following priorities will guide the school's work. Specific actions and timescales will be confirmed through review of the school's current accessibility needs.

Accessibility Action Plan

<u>Priority</u>	<u>Planned action</u>	<u>Responsibility</u>	<u>Review and evidence</u>
Curriculum access	Review pupil needs and support plans; adapt lesson resources; provide visual aids, assistive technology and alternative recording methods; ensure trips and activities are accessible.	Headteacher and teaching staff	Review support and pupil progress termly.
Staff awareness	Provide staff training on SEND, disability awareness and reasonable adjustments; share pupil support strategies; review inclusive teaching practice.	Headteacher	Review training annually.
Physical access	Audit entrances, classrooms, toilets and outdoor areas; keep access routes clear; address identified barriers and prioritise necessary improvements.	Headteacher and Governing Body	Record barriers, actions and progress annually.
Accessible information	Provide large-print, digital or simplified materials where needed; use visual supports; ensure school letters and communications are accessible to families.	Headteacher and school office	Review requests and feedback annually.
Pupil and parent voice	Gather feedback through pupil discussions, parent surveys and meetings; identify concerns; record and act on suggestions.	Headteacher and teaching staff	Record feedback and resulting actions.

Website accessibility	Check website readability, colour contrast, navigation and mobile access; add alternative text to images; provide accessible documents and contact details for support.	Website manager	Review accessibility, barriers and progress annually.
Governance and monitoring	Review progress against planned actions; evaluate the impact of adjustments; update priorities, responsibilities and timescales annually.	Headteacher and Governing Body	Annual review and record of actions.

The action plan will be updated when new needs are identified, following feedback, or when changes to the premises, curriculum, staffing or resources create new accessibility priorities.

Equality, Consultation and Linked Policies

The school recognises the importance of working in partnership with pupils, parents and carers, staff, governors and relevant external professionals.

Feedback will be considered when reviewing accessibility arrangements and setting future priorities.

This plan should be read alongside the school's:

- SEND Policy.
- Equality and Equal Opportunities Policy.
- Admissions Policy.
- Behaviour and Anti-Bullying Policy.
- Safeguarding and Child Protection Policy.
- Curriculum policies.
- School Development Plan.
- Complaints Procedure.
- ICT and online safety policies, where relevant.

Concerns about accessibility should be raised with the Headteacher in the first instance. The school's Complaints Procedure explains how concerns can be escalated if they are not resolved.

Publication, Monitoring and Review

The Accessibility Plan will be made available:

- On the school website.
- Electronically to staff through the school's designated staff area.
- By email or post on request.

- In large print on request, through the school office.

The Headteacher will monitor implementation and report relevant progress and priorities to the Governing Body.

The plan will be reviewed at least annually and updated sooner where necessary to reflect changes in legislation, pupil needs, school provision or the physical environment.

The Governing Body will ensure that the plan remains relevant, that identified priorities are considered and that appropriate actions are taken forward.

This policy is reviewed annually to ensure compliance with the Equality Act 2010 and to reflect current practice. It may be updated sooner in response to changes in legislation, guidance, or school need.