Newton Burgoland Primary School: School: **Accessibility Plan 2026-2029**	
Version	**3**
Issue date	**October 26**
Review date	**October 29**

Parent-Friendly Summary

At our school, we want every child to feel welcome, included and able to take part in all aspects of school life. Our Accessibility Plan helps us identify and remove barriers so that all pupils can achieve their full potential.

Our Aims

We are committed to:

- Ensuring all pupils can access and enjoy the curriculum.
- Maintaining a safe and accessible environment for pupils, staff and visitors.
- Providing information in formats that meet the needs of all families.
- Promoting respect, equality and understanding of diversity within our school community.

What We Will Do

Access to Learning

- Adapt teaching and learning where needed to meet individual needs.
- Provide appropriate resources and support for pupils with disabilities or additional needs.
- Celebrate diversity through our curriculum and school events.
- Regularly review our curriculum to ensure it is accessible for all learners.

Access to Our School Environment

- Regularly review access around the school site.
- Maintain ramps, pathways and accessible facilities.
- Consider accessibility needs when making improvements to buildings and outdoor areas.
- Ensure emergency procedures take account of individual needs.

Access to Information

- Provide information in alternative formats when required.
- Use clear communication methods with parents and carers.
- Work closely with families to ensure information is accessible and understood.

Working Together

We recognise that parents and carers play an important role in helping us identify and address accessibility needs. We encourage families to speak with us about any support or adjustments that may help their child participate fully in school life.

Reviewing Our Plan

Our Accessibility Plan is reviewed regularly to ensure it continues to meet the needs of our pupils and families. The current plan covers the period **2026-2029**.

If you have any questions or would like to discuss accessibility arrangements, please contact the school office. Together, we can ensure every child has the opportunity to learn, participate and succeed.

1. Aims

This plan aims to increase access to the curriculum, improve the physical environment and improve the availability of accessible information for disabled pupils in line with the Equality Act 2010.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. **3.**

3. Current Pupil Needs

The building is currently accessible to all pupils on roll. The school will continue to review access arrangements and provide additional equipment or adaptations where required.

4. Monitoring Arrangements

This document will be reviewed every three years and approved by the governing body.

5. Links with Other Policies

Health and Safety Policy, Equality Objectives, SEND Information Report, Supporting Pupils with Medical Conditions Policy and Risk Assessment Procedures.

Action Plan 2026-2029

Aim	Objective	Actions	Success Criteria
Curriculum Access	Promote understanding of diversity and disability	Curriculum leaders review curriculum annually and include diverse role models and achievements. • 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 to make sure it meets the needs of all pupils	Pupils demonstrate awareness and respect for diversity. All pupils make strong progress
Physical Environment	Maintain accessible access throughout school	Review ramps, access routes and emergency procedures annually; purchase equipment where needed.	Safe access available for pupils, staff and visitors.
Accessible Information	Ensure information can be accessed by all	Provide large print, visual and electronic formats where required; review communication methods. Update the website to be device friendly	Information is accessible to pupils and families.
Staff training	Enable all staff to understand and meet the range of needs of pupils	Ensure all staff access updated SEND training materials – DFE 2026	Staff are confident that they can meet pupils needs.

Accessibility Audit

Single-storey school with some stepped internal access. Reception access is ramped. Accessible toilet facilities available. Emergency evacuation procedures reviewed according to need.

All staff have undertaken REACT training to support pupils who may become dysregulated.