



NEWCOMEN PRIMARY SCHOOL

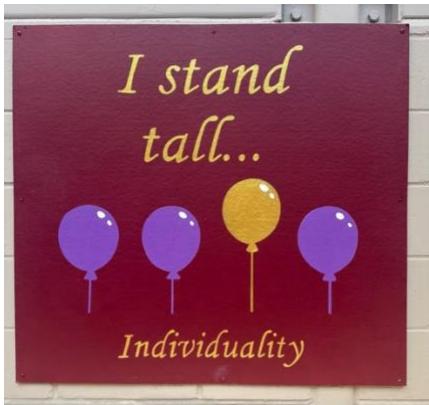
‘BELIEVE ACHIEVE SUCCEED’

Accessibility Plan

Headteacher: Miss Kinga Pusztai

Signed: _____ Date: _____

2025-2026



At Newcomen Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Newcomen Primary School is committed to the inclusion to all and follows the recommendations set out in the 2010 Equalities Act (updated 2023), Children and Families Act 2014 (updated 2025, and the SEND Code of Practice 2015 (updated 2024).

We welcome all children into our school and provide equality of opportunity to all. Every child is offered a broad and balanced curriculum and staff have the highest of expectations and set challenging targets for all children.

These opportunities are available to all children irrespective of:

- Gender
- Gender Identity
- Disability
- Faith
- Belief
- Sexual Orientation
- Age
- Social-Economic Background



Newcomen Primary school recognises and values parents'/carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect every parent/carer and child's right to confidentiality at all times. The Newcomen Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments adapting and expanding the curriculum, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this, they are in breach of their duties under the Equalities Act 2010); this covers 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 covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples include hand-outs, signposting, notices ahead of time, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Newcomen Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Ongoing whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher - Miss Pusztai**
- **SENDCo - Mrs Woods**
- **Site Manager – Mr Duff**
- **Consultation with Parents and Carers**

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored by the Governing Body.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____ Date _____

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Accessibility Facilities



MAIN ENTRANCE

Architectural floor plan of a building with various rooms and a central entrance. Red dots mark specific locations: one in the top left room, one in the middle left room, and one in the bottom left room. Room numbers are labeled throughout the plan.

Accessible Toilet

Newcomen Primary School Accessibility Plan

Newcomen Primary School complies with the building regulations including the Disability Discrimination Act of 1995, later known as the Equality Act 2010 (updated 2023).

Action Plan A – Improving Physical Access

	ACTION	KEY PEOPLE	MONITORING	TIME SCALE	EVALUATION SUCCESS CRITERIA
1	Movement around the school building	All staff, students and visitors.	MD	Immediate and ongoing	Keep all areas required by staff, students and visitors clear from obstructions.
2	Disabled parking	MD	KP EJ	Ongoing	Currently 2 disabled spaces are provided with dropped kerb to enable access to main building. Monitor ongoing needs of parents/carers and visitors.
3	Staff car park	MD	KP EJ	Ongoing	We give permission to parents or carers who are disabled or have children with disabilities to use the staff car park as a dropping off and collection point.
4	School Events	KP EJ MD	KP EJ	Ongoing	Parents/carers and visitors are provided with the opportunity to request any specific access requirements prior to event. Appropriate access is provided to parents/carers and visitors to school events.

	ACTION	KEY PEOPLE	MONITORING	TIME SCALE	EVALUATION Success Criteria
1	Differentiation in Teaching	SLT	SLT	Ongoing	SLT to monitor quality of differentiation and provision for SEND pupils.
2	Interventions	SENDCo	KP / SLT	Ongoing	SENDCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.
3	Staff training in supporting pupils with SEND.	KP EJ SENDCo	KP	Ongoing	SENDCo/Members of SLT to deliver training where appropriate. Identify gaps in knowledge and liaise with professional bodies if necessary.

Action Plan C – Improving the Delivery of Written Information

	Action	Key people	Monitoring	Time Scale	EVALUATION Success Criteria
1	Availability of written material in alternative formats when specifically requested	SENDCo School Business Manager	KP	On going	The school will make itself aware of the services available for converting written information into alternative formats.
2	Review documentation on website to check accessibility for parents with English as an Additional Language	DHT	SLT	On going	Website makes available the facility to contact School to provide documentation in different languages/format.