



Accessibility Plan	
Independent School Standards and associated requirements: paragraphs 2(2)(d)(ii), 5(b)(vi), 34 and the Equality Act 2010.	
Policy content: <ul style="list-style-type: none">● Covers The New School site● Equality and disability	
Latest ratification by Trustees:	November 2022
Next review by Trustees:	November 2024
Latest Update:	Sept 2022
Links:	Risk assessment policy

Accessibility plan for 2020-2024

The New School opened in September 2020 however to ensure that the Disability Discrimination Act 1995 which was replaced by the Equality Act 2010 are complied with it is recognised that planning and actions will need to be taken in the embryonic stages of development.

Rationale and relevant information for the accessibility plan

Local approach:

The Board of Trustees for The New School are committed to providing an accessible environment which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The New School plans, over time, to ensure the accessibility of provision for all young people, staff and visitors to the school.

An Accessibility Plan has been drawn up to cover a three-year period and was reviewed prior to opening in September 2020 and then is reviewed annually to consider its effectiveness.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for young people with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that young people with a disability are as equally prepared for life as are non-disabled young people. 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 aids and equipment where funding allows, which may assist these young people in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to young people, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action Plan for physical accessibility relates to an audit of the school, which was undertaken prior to the school opening and then is undertaken every 3 years. It may not be feasible to undertake some of the works during the life of this first

Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

- The effectiveness of the plan will be monitored through the Board of Trustees, staff meetings and the democratic processes within The New School.
- The New School acknowledges that there is a need for on-going awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.

National approach:

The Equalities Act 2010 (replaced the Disability Discrimination Act 1995)

In England the Equalities Act applies to all maintained and independent schools. The Act makes it unlawful for the responsible body of the school, which for The New School is the Proprietor, to discriminate against, harass or victimise a young person or potential young person:

- in relation to admissions
- in the way it provides education for young people
- in the way it provides young people access to any benefit, facility or service, or
- by excluding a young person or subjecting them to any other detriment

The Act specifies the legal duties for schools with regards to implementation of an accessibility plan (paragraph 3 of schedule 10 to the Equality Act 2010) which are aimed at increasing the extent to which disabled young people can participate in the curriculum, improve the physical environment to enable disabled young people to take better advantage of the education, benefits, facilities and services and improve the availability of accessible information to disabled young people.

Any persons acting on behalf of the school, including employees are liable for their own discriminatory actions and the responsible body is also liable unless it can show it has taken all reasonable steps to stop the individual from undertaking the discriminatory action.

This policy deals with the way The New School treats its young people and prospective young people and the relationship between one young person and another does not fall within its scope, however The New School must treat bullying related to protected characteristics equally with other forms to ensure it is not guilty of unlawful discrimination (see anti-bullying policy).

The **definition of disability** includes a wide range of identified needs including hidden needs such as dyslexia, autism, special speech and language needs, ADHD. These may all amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, Multiple Sclerosis, HIV infection or severe disfigurement. There are special provisions within the Act for people with progressive or recurring conditions.

The Equality Act says there's a duty to make reasonable adjustments if someone is placed at a **substantial disadvantage** because of their disability compared with non-disabled people or people who don't share the disability, substantial means more than minor or trivial. Reasonable adjustments only have to be made if it's reasonable to do so and decisions will be based on:

- the disability
- how practicable the changes are
- if the adjustment would overcome the disadvantage being or likely to be experienced
- the size of The New School
- how much money and resources are available at the point of decision being made
- the cost of making the changes
- if any changes have already been made and the impact, they have had

Protected characteristics (personal characteristics to which the law applies) covered by the Equalities Act 2010 are:

- Sex
- Race
- Disability
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Purpose of Plan: The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility and over time ensure total accessibility to the physical environment, the curriculum and written information so that all young people with a disability can take full advantage of their education and associated opportunities. It will also cover reasonable changes and plans to ensure that protected characteristics as outlined in the Equalities Act 2010 are not discriminated against.

Financial Planning and control: The Trustees, Director, Co-headteachers, and finance staff will review the financial implications of the accessibility plan as part of the standard budget review process.

The New School Accessibility Plan 2022-2024

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
All staff and trustees will have a good understanding of the Equalities Act and show behaviours expected to embed a culture of equality and inclusion	<p>Training covering the Equalities Act and the accessibility plan to be provided to all staff and trustees prior to opening and continually as part of the induction process</p> <p>Completed at INSET training each September</p> <p>Prevent and safeguarding training will be provided to all staff</p> <p>Prevent and safeguarding training completed each September at INSET days</p>	Director/ Co-headteacher	Short and long term (as ongoing)	Sept 2022/ 2023/ 2024	<p>Accessibility plan should be linked and referenced in the safeguarding policy</p> <p>As a new culture will take time to develop this should be monitored and reviewed as part of the review of the plan</p> <p>Twice yearly whole team feedback on inclusion and what we need to focus on; ongoing weekly staff meetings agendas (evidence circle agendas/ whole team feedback docs/papers)</p>

<p>New staff entering the organisation will share the culture of equality and inclusion</p>	<p>As part of an induction training package, The Equalities Act and inclusion will be reinforced, and new staff will be provided with sufficient training. Recruitment materials will clearly represent the culture of the school Each September training provided to all new starters. Induction process for all new starters includes equality act training</p>	<p>Director/ Co-headteacher HR and admissions</p>	<p>Long Long</p>	<p>Ongoing Ongoing</p>	
<p>Young people and staff within the school will feel included, welcomed and have access to the</p>	<p>Staff will consistently demonstrate in their behaviours, attitudes and reputation their ability to provide inclusive education Circle meeting agendas - all circles have protected characteristics on the agenda backlog for review.</p>	<p>All staff following training and information</p>	<p>Long</p>	<p>Ongoing</p>	

<p>school's activities regardless of disabilities or other protected characteristics</p>	<p>Where staff have difficulties in maintaining these attitudes and behaviours a mentor will be assigned to support improvement, and performance management targets will be utilised to achieve long term change if necessary</p> <p>Examples of children being supported who have protected characteristics (race, SEND, gender reassignment particularly).</p> <p>When staff are identified with accessibility needs support is provided through HR and line management</p>	<p>Director/Co-headteacher and HR</p>	<p>As required</p>	<p>At point of identification</p>	<p>Use code of conduct, capability policy and HR advice must be taken</p>
<p>Ensuring that the curriculum teaches and addresses issues in a way that does not subject individual young people to discrimination</p>	<p>Through robust recruitment processes lessons will be planned and delivered by qualified teachers who have the ability and experience to ensure all young people are nurtured and do not experience discrimination</p> <p>Curriculum planning ensures protected characteristics are taught explicitly.</p> <p>Budgets will be made available to support the purchasing of equipment and auxiliary aids, where reasonable, to enable access to all areas of the curriculum</p>	<p>Director/ Co-headteacher and HR advisor to manage recruitment in liaison with Trustees</p> <p>Director/ Co-headteacher and Trustee involvement/expertise Finance</p>	<p>Short and long term</p> <p>Short and long</p>	<p>Ongoing as recruitment is required</p>	<p>During annual budget setting as and when required</p>

	Due to the financial situation of the school and the opening costs, this needs prioritising for future budgets				
Staff and young people will not be disadvantaged in accessing The New School due to any protected characteristics	Through positive promotion in the applications process and admissions policy, The New School will encourage applications from a diverse range of local families. The New School aims to encourage the following reflection in admissions:	Director/ Co-headteacher and HR advisor to manage recruitment in liaison with Trustees	Short	Ongoing as recruitment is required	

	<p>Targeted young person and staff demographic based on Croydon: 45% BAME, 55% White 12% identified as SEND 3% with an EHCP 20% accessing FSMs 20% with English as an additional language</p> <p>Advertising of open days will be promoted in appropriate local locations to maximise applications from targeted groups</p> <p>School supports inclusion as is not fee paying or selective in applications</p> <p>Current 2022/23 percentages: 53% BAME, 47% white 23% SEND 6% EHCP 26% FSM 4% EAL</p>	<p>Director/ Co-headteacher and HR</p>	<p>Short and long</p>	<p>Prior to opening and ongoing</p>	<p>As referred to in funding applications</p>
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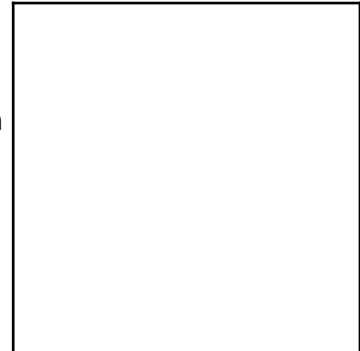
<p>Staff will be reflective of local demographics and encourage people with disabilities to apply</p>	<p>Robust HR policies and practices will be in place through experienced HR support.</p> <p>HR manager in place; demographics of applicants asked for.</p> <p>Struggling to attract a diverse range of staff so working on marketing and social media to attract diverse candidates</p> <p>2020: 16 staff - (60% female; 40% male; 6% BAME)</p> <p>2021: 23 staff - 65% female; 35% male; 15% BAME)</p> <p>2022: 26 staff - 77% female; 23% male; 27% BAME; 73% white)</p> <p>To ensure equal access, application forms and adverts will be accessible by using large print, IT solutions and not requesting health information at point of application</p> <p>Agenda minutes action review of policies to check accessibility, and a list of recommendations provided to action ongoing</p>	<p>HR</p> <p>Director/ Co-headteacher and HR</p>	<p>Short and long</p>	<p>Ongoing as recruitment processes are implemented and updated</p>	
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Interviews are held in an accessible location with explanation that reasonable adjustments will be made to support applicants being advertised in the letter of invitation to interview

Interviews would be accessible via a ramp from the outside if required.

Director/
Co-headteacher and
Trustees

At point of
interview
communication



<p>The New School will ensure equity for all young people and staff regardless of disability and other protected characteristics</p>	<p>When resources, equipment, promotional and display materials are purchased, staff will consider the range of use for people with disabilities and image portrayed to increase accessibility and inclusion</p> <p>HR staff will be provided with training and information, if required, to ensure compliance with the Equality Act Books/resources are reviewed for positive role models that showcase protected characteristics in an inclusive way.</p>	<p>Director/ Co-headteacher and HR</p> <p>HR and admissions</p>	<p>Short and long term</p> <p>Short term</p>	<p>Ongoing</p> <p>Nov 2022/23/24</p>	<p>Consideration at the point of purchasing equipment through SEND budget will ensure resources are available for reasonable adjustments for individual needs and inclusion going forward</p>
<p>Young people, staff and parents will appreciate what support is available for them to ensure they can access the whole school offer</p>	<p>Through the democratic influence which the school holds, the whole school community will be involved in creation of the SEND offer and how it develops through the growth of the school. It will be communicated through positive action admissions criteria, that's made available to parents on the website. SEND policy accessible on the website. Admissions positive action</p>	<p>Director/ Co-headteacher and Trustee involvement/expertise</p>	<p>Short and long term</p>	<p>Has been established through the ongoing implementation of the democratic approach within school</p>	

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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Improve physical access to all areas of school	Identify budget and create ramps to aid access to hall area	Persons responsible for finance and budget setting	Short	April 2023	Consider grants and use of specific funding to ensure impact is achieved
	Budget needs identifying for additional resources				
	Consider the use of the portacabin as corridors are narrow, limiting easy access for someone with mobility issues. Establish reasonable adjustments through remodelling alongside consideration of the creation of a pathway and increased access to link the forest school and play area to the main outside building	Finance and Director/ Co-headteacher	short, medium and long term	April 2024	Long term viability of the porta cabin is being established. When replaced consideration for increased levels of access will be included in planning
	Highlight change in levels through decoration and carpeting where possible and keep over stimulation minimal when decorating walls	Site supervisor	Short term	April 2023	Consider the locations of year groups and flexibility of teaching areas to ensure that classrooms and learning areas can altered, removing the need for extensive remodelling or potential exclusion.
Consider funding for installing a lift in the hall area to allow access to the stage without use of steps	Finance and site supervisor	Long term			
			Short		

	Purchase movable ramps for doorways which can easily be installed to provide access to potential young people and their parents	Site supervisor		April 2021	Ensure ramps can be moved easily without the use of additional lifting equipment (H&S policy)
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<p>Maintaining the dignity of young people and staff</p>	<p>Create toilet facilities and accessible shower area which is available for staff and young people with disabilities which maintain their dignity and are easily accessible independently. Where support is required to access these facilities provide suitable training to ensure dignity is maintained and parental/child involvement in care plans</p> <p>No disabled shower/toilet area on site currently. When the portacabin is upgraded in the next 5-10 years, accessibility issues will be addressed at this point</p> <p>Medical room is sufficient for personal care.</p>	<p>Director/ Co-headteacher and Site supervisor</p>	<p>Short</p>	<p>Aug 2024</p>	<p>Consider appropriate gender neutral changing and toilet areas</p>
<p>Minimise stress to young people who would benefit through pictorial instruction</p>	<p>Position in all classroom's consistent pictorial images for routine, toilets and other areas</p> <p>Put up appropriate images to support non-verbal communication</p> <p>Pictorial charts used for individual children where appropriate</p>	<p>Teaching staff</p> <p>Teaching staff</p>	<p>Short</p> <p>Short</p>	<p>Ongoing as required</p>	<p>Consider using Makaton advent calendar or similar schemes to involve all young people in supporting inclusion through different forms of communication</p>

Ensure Health and Safety control measures do not prevent young people and staff staying safe within the building	When the Personal Education Plans are drafted ensure that H&S risks are included and control measures such as visual alarms, buddy systems and personal evacuation plans are considered No current need with our cohort 2022/23 of children	Teaching staff	Long	Ongoing	Annual site assessment for H&S must consider inclusion needs of staff and young people
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Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All young people within the school community will be able to access the curriculum	<p>All teaching staff will be suitably qualified and be able to promote disability equality via</p> <ul style="list-style-type: none"> ● Staff meetings. ● PSHE lessons. ● Time2Connect. ● Celebrating difference. <p>The format of the school day will be accommodating of the above</p>	Teaching staff with support from Director/ Co-headteacher	Short term and ongoing	ongoing	Once the timetable has been established regular review will need to reflect access to the curriculum for all young people
The school dress code will not discriminate because of race, religion, gender, disability, gender reassignment or sexual orientation	The school does not have a uniform so young people are free to choose the most comfortable clothing for them.	Director/ Co-headteacher and Trustees	Short	July 2020	

<p>Develop a curriculum which is accessible to SEND young people</p>	<p>All teachers are suitably qualified and experienced in developing a curriculum accessible for their age range which can be tailored for individual needs once they have been identified through an offer of a place at the school</p> <p>One of the Co-headteachers has taken on the SENDCO role to ensure SEND young people have their needs met. Adequate time is allocated for the role to be effective.</p>	<p>Co-headteacher with SENCO responsibility</p>	<p>Short and Long</p>	<p>Aug 2020</p>	
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Availability of written material in alternative formats	<p>The New School makes itself aware of the services and costs available for converting written information into alternative formats</p> <p>Necessary formats will be agreed, financed and produced as required</p> <p>Budget is available should this be required</p>	<p>HR and Admissions</p> <p>Director/ Co-headteacher</p>	<p>Short term and ongoing</p> <p>ongoing</p>	As required	Classroom resources may need to be in Braille, large print, alternative languages and with overlays
Young people will feel barriers to learning are removed	<p>Staff ensure that opportunities to listen to young people with regards to barriers to learning are in place enabling identified barriers by young people to be overcome</p> <p>In place and ongoing feedback collected through everyday conversations and BOXALL/ PASS data</p>	<p>Class Teachers</p> <p>Visit leaders</p>	<p>Short</p> <p>Short</p>	ongoing	

	A EVC (educational visits co-ordinator) is in place to ensure external visits are accessible and safe for all in attendance	Educational Visits Co-ordinator		Ongoing	
All young people will be able to access the curriculum through delivery of a curriculum which is fully accessible to young people with any type of difficulty or disability.	<p>Small class sizes enable young people to have appropriate levels of support in the initial stages of the school with small groups in place to ensure staff hear the child's voice</p> <p>As school grows, additional staff have been made available to offer 1:1 support where necessary and appropriate funding streams will be utilised</p> <p>Consider alternative communication systems and how information is presented to young people during refurbishment and preparation of areas, specifically the porta cabin</p>	<p>Director/ Co-headteacher and Admissions</p> <p>Director/ Co-headteacher and Admissions</p> <p>All Staff Subject leaders. Advisors for sensory impairments. Subject advisors</p>	<p>Short</p> <p>Long</p> <p>Short</p>	<p>Sept 2022</p> <p>Each summer term as cohort needs are established</p> <p>Aug 2024</p>	

Delivery of a curriculum which educates and celebrates a range of religions and beliefs and promote equality	Plan a range of celebratory events which cover a variety of cultural festivals, beliefs and religions, ensuring that information provided is accurate and preconceptions are checked with knowledgeable persons	Teaching staff	Long	Curriculum consistently reviewed	
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School policies enable a provision for young people with learning difficulties & disabilities (particularly PE)	Curriculum policies to include: <ul style="list-style-type: none"> • Content • Strategies for inclusion • Resources available Relating to accessibility	Subject leaders	Short	Aug 2020	
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff are confident in providing appropriate provision to all young people	Staff training to be delivered through induction on supporting young people and staff with disabilities	Director/ Co-headteacher	Short	Sept 2022	
	Refresher, specific and induction training to be in place to ensure staff have relevant information on supporting individuals	Director/ Co-headteacher	Short and long	Sept 22	
Information about the school and its SEND offer will be accessible to parents	The website will have information in a variety of forms or provide directions to information	HR and Admissions Teacher with SENDCo role	Short	Nov 2022	Action to review policies for accessibility and providing written recommendations.

	SEND policy will specifically identify what information is required for parents and young people				
Parents and young people accessing the school will be clear about who and what can support them	<p>The school website will clearly advertise the teacher with SENDCo responsibility contact details</p> <p>All SEND young people accessing the school will have regular contact through 1:1 discussion/reviews with the teacher with SENDCo responsibility which include their parents</p>	<p>Director/ Co-headteacher</p> <p>Teacher with SENCO role</p>	<p>Short</p> <p>Long</p>	<p>Aug 2022</p> <p>Every term</p>	

Update from July 2021:

Curriculum, teaching and learning is inclusive and provides positive role models for those with additional needs. School is proven to be successful with attracting and accommodating young people with additional needs, but not physical disabilities. Priority for considering a long-term feasible strategy to ensure the school could offer accessibility to children, staff, or parents with physical disabilities.

Policy reviewed Sept 2022:

Where annual renewal dates are required an entry of Sept 2022 represents annual renewal date for Sept 23 and Sept 24.