

# NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



## Accessibility Plan

<b>Policy written by:</b>	SLT / SENDCo
<b>Policy written/reviewed:</b>	Autumn 2025
<b>Next review due:</b>	By the end of Autumn Term 2028
<b>Statutory Governor Approval:</b>	November 2025

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

A key foundation of this strategy is that every reasonable adjustment should be made in school to accommodate the needs of applicants, pupils/parents/guardians, visitors and members of staff who have disabilities.

Paper copies/modified copies of this policy are available upon request.

## Physical environment

The main school building dates from the 1920s and it has been added to substantially over the years. Entries and exits into the school are on level ground and corridor areas are accessible. There is one disabled car parking space in the main car park with level access to the Reception. Disabled WC's are available and shower/changing room facilities are available alongside the PE changing rooms. All outside spaces are accessible via ramps and paved pathways. The school was assessed for its accessibility for persons with a visual impairment in July 2014 and a number of modifications/alterations were made to make it as accessible as possible. These modifications involved improved signage, yellow lining of steps and the identification and elimination of other hazards. These adaptations continue to support students who are currently on roll with visual impairments. Suitable and necessary considerations have been made regarding the accessibility of the new building which was completed in Spring term of 2022, including the construction of lift access to all three floors.

## 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 his or her 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. The definition of a student who may be on the SEND register at NGHS only includes students where teachers adapt and modify their teaching in accordance with the needs of each student.

Schools are required to make 'reasonable adjustments' for pupils with impairments or disabled pupils under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil faces in comparison with nondisabled pupils.

This can include, for example:

- Enlarging material for visually impaired students
- Adapting classrooms to suit the needs of all students including those with SEND
- Issuing students with fidget toys where necessary to maximise concentration in lessons
- Supporting physically impaired students through issuing students with a laptop to use and adapting Physical Education lessons to include students with physical impairments

- Implementing access arrangements to suit the needs of students with SEND taking into consideration recommendations made by specialist medical professionals or the Learning Support Advisory Team where they comply with the JCQ exam access arrangements regulations.
- Issuing students with ear defenders and dimming lights where possible to reduce sensory overload for students displaying autistic traits.

*Please note - this list displays a small example of adjustments made for students with SEND but is not exhaustive.*

*Each student with SEND is supported accordingly and reasonable adjustments are made for them wherever possible. Parents and guardians are always key to any decisions regarding adaptations made for individual students to ensure that the child is at the centre of all planning and provision. This is to ensure that we are adhering to the guidance as stated in the SEND Code of practice (2015) - [Special Educational Needs and Disability \(SEND\) Code of Practice](#) .*

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase accessibility of the curriculum for pupils with SEND using principles of metacognition and quality first teaching.</p>	<p><i>Our school offers a challenging and rigorous curriculum for all pupils.</i></p> <p><i>Teachers plan differentiation and support strategies into their schemes of work to provide an inclusive curriculum for all learners.</i></p> <p><i>The schools teaching and learning focus maximises quality first teaching and metacognitive strategies as the first step in creating accessibility in the curriculum.</i></p>	<p><i>ST - An improvement of student understanding in each lesson.</i></p> <p><i>MT – Continued development of the approaches undertaken and a refinement of methods to bring about long term memory success for students. Curriculum progress is tracked for all students, including students with SEND.</i></p> <p><i>LT – all required strategies and modifications are visible across all subjects and evidenced in Head of Faculty quality assurance paperwork and in particular SEND focuses questions.</i></p>	<p><i>Teaching staff to trial and implement key metacognitive strategies and quality first teaching, which in turn will support all students and particularly students with SEND.</i></p> <p><i>SEND Reviews to be carried out termly by the SEND team and where necessary to include support strategies for students.</i></p>	<p><i>All teaching staff, SLT and SENDCo</i></p> <p><i>SENDCo</i></p>	<p><i>On-going</i></p>	<p><i>Positive progress made by SEND students measured through SMID.</i></p> <p><i>Targets are reviewed using the assess, plan, do, review, process.</i></p> <p><i>Extremely effective teaching observed and improved results, due the impact of improved teaching and learning.</i></p> <p><i>A fully embedded approach where students have an expectation and have increased confidence in being full participants in every lesson. Particularly for students with SEND.</i></p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Lift</li> <li>• Accessible parking bay</li> <li>• Accessible toilets and changing facilities</li> <li>• Ramp</li> </ul>	<p>To purchase ramp to improve accessibility to areas of the school if a student or staff member using a wheelchair is due to study/teach at NGHS.</p> <p>Parent/guardian/visitor wheelchair users meet staff in a ground floor room.</p> <p>To make adaptations where necessary.</p>	<p>Risk assessment of new ramp if it is required. Appropriate training required for some staff to be allocated.</p>	<p>SENDCo and Operations Manager</p>	<p>As necessary.</p>	<p>Wheelchair users can access more areas of the school.</p>
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## 5. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher.

### Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Time scale:
Corridor access	Wide corridors, enabling wheelchair users to move freely around the school.	Avoid busy congested periods by leaving lessons slightly early for students on crutches and those with physical disabilities. Retaining this action to improve the accessibility and lessening the congestion and reducing risks for students with physical disabilities.	SENDCo and Teaching staff SLT and Headteacher	Ongoing.
Lifts	NGHS have a lift to link floors in the new build.	Ensure that all wheelchair users/physically impaired students/staff/parents have access to the lift.	Operations Manager	Ongoing.
Parking bays	Accessible parking bay.	Ensure that an accessible parking bay is kept clear for disabled staff/parents/students.	Headteacher / Reception Staff.	Ongoing.

Entrances	The main entrance is accessible to all students/staff- wheelchair users and students with a physical impairment.	Ensure that entrances are not blocked to always allow access.	Reception staff/caretaker.	Ongoing.
Toilets	There are accessible toilets throughout the school.	Ensuring that toilets are clean, clear and ready for disabled students to use them.	Caretaker and cleaning staff.	Ongoing.
Internal signage	Easily legible and at a good height for reading.	Site Manager to monitor signage around the school and liaise with Operations Manager when required.	Site Manager	Ongoing.
Emergency escape routes	Emergency evacuation plans in all rooms. All staff and pupils are aware of the procedures for evacuating the school safely. Those with an impairment or limited mobility are provided with a personal emergency evacuation plan (PEEP) where necessary. Most visitors to school are always escorted by a member of staff and will therefore be escorted in the event of an emergency evacuation.	Site Manager and Student Health and Wellbeing Coordinator to monitor and amend if necessary.	Site Manager	Ongoing.