



Accessibility Plan



1. Our Commitment to Pupils' Safety and Well-being

At New Barn School we respect and value all children. We are committed to providing a safe and secure environment where all pupils feel able to access education. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at New Barn School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Our curriculum promotes this culture for safeguarding across all subjects and activities we provide for pupils.

2. Our Commitment to Supporting Autistic Pupils

At New Barn School we aim to provide an environment where Autistic children thrive. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with autism to feel supported during the school day. We believe that autism is not a disability, but a different ability. We strive to provide our pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, our pupils will flourish in education. We do this by focusing on an autism friendly environment, differentiating our curriculum and developing personal development.

3. Vision Mission and Values

Diverse Minds – Infinite possibilities

Vision: Empowering young autistic people to live happy and successful lives

Mission: To educate and nurture young autistic people to achieve their full potential and thrive in the community.

Be Kind

We are respectful to each other,
always polite and we keep each
other safe.

Be Brave

We are resilient, embrace new
opportunities and we are accepting.

Be You

We are individuals with a
sense of belonging and we
are ambitious.

Policy written by	Victoria Harrington  February 2025
Approved by Chair of Governors	Geoff Draper - February 2026 
Next Review	February 2027
<u>Contents:</u> • Our commitment to pupils' safety and well-being. • Our commitment to supporting pupils with Autism • Vision and Values • Introduction • Our Approach to Accessibility • Aims • Legislation and guidance • Accessibility plan	

Introduction

New Barn School is committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

New Barn School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The plan will be updated annually. Reference should also be made to other relevant policies and School Development Plan actions linked to Individual needs 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 pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils; (If a school fails to do this they are in breach of the DDA). 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, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Our Approach to Accessibility

Rights Respecting Schools

New Barn School is committed to embedding the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our accessibility planning. We recognise that every child has the right to an education that develops their personality, talents and abilities to the full (Article 29), and the right to be treated with dignity and respect regardless of their disability (Article 23). Our accessibility plan directly supports these rights by ensuring that all pupils, including those with disabilities, can participate fully in school life without discrimination. Through our Rights Respecting Schools approach, we actively involve pupils in identifying barriers to accessibility and developing solutions, ensuring their voices are heard in decisions that affect them. This empowers our pupils to understand their rights and the rights of others, creating a culture where accessibility and inclusion are valued by the whole school community.

Thrive Approach

New Barn School uses the Thrive Approach to support the emotional and social development of all our pupils, which is integral to our accessibility planning. We recognise that accessibility goes beyond physical access - it includes creating an emotionally accessible environment where all pupils feel safe, valued and able to learn. The Thrive Approach helps us understand each pupil's individual developmental needs and provides tailored support to help them regulate their emotions and engage with learning. Our accessibility plan incorporates Thrive principles through the provision of sensory rooms, calm spaces and nurturing relationships that support pupils' emotional well-being. By using Thrive screening and action plans, we can identify and address barriers to learning that may not be immediately visible, ensuring that pupils with social, emotional and mental health needs can access the curriculum alongside their peers. This holistic approach to accessibility ensures we support the whole child, not just their physical or academic needs.

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.

At New Barn School we respect and value all children. We are committed to providing a safe and secure environment where all pupils feel able to access education. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment. We strive to provide our pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, our pupils will flourish in education. We do this by focusing on an autism friendly environment, differentiating our curriculum and developing personal development.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility plan – Physical Environment Improvements

Building works completed: September 2025

Our site expansion has been completed to accommodate our increased pupil numbers, growing from 80 to 120 pupils. The new facilities significantly enhance accessibility across the school.

Phase one – Secondary Building	Our new secondary building is fully accessible with the following features: • Wall-mounted push button door releases at mid-point level allowing wheelchair users to access all rooms • Corridor door holders at floor level enabling doors to be held open • A dedicated sensory room fitted with appropriate equipment to support pupils with regulation • A centrally located lift providing staff and pupil access to the first floor • An accessible toilet on the first floor • Staff room facilities on the first floor
Phase two – Primary Building	Our new primary building features: • A dedicated sensory room

				• Single-level design for easy accessibility • Wall-mounted push button access on all doors, consistent with the secondary building • Primary hall • Primary ICT suite		
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• 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	Training for teachers on differentiating the curriculum for autistic pupils and pupils with different needs.	Review the specific needs for autistic pupils, in terms of basic daily living skills, relationships and future aspirations. Undertake an audit of staff training requirements	Curriculum Lead	Ongoing	Increase in access to the curriculum All teachers are able to more fully meet the requirements of autistic pupil's needs with regards to accessing the curriculum.

	Curriculum progress is tracked for all autistic pupils. Targets are set effectively and are appropriate for pupils with additional needs					Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning.
The curriculum is reviewed to ensure it meets the needs of all pupils	Availability of written material in alternative formats when specifically requested. Make available school - Newsletters. - Facebook - Email/texts	Investigate ways to create alternative formats should it be required in the future.	Headteacher		The school will be able to provide written information in different formats when requested for individual purposes . Delivery of information to autistic pupils and their parents improved	

					There are alternative methods to communicate with parents considering a range of potential requirements.	
--	--	--	--	--	--	--