



# NEW PARK ACADEMY – ALL SITES ACCESSIBILITY PLAN

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EDITION 7

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The Sovereign Trust is a Multi Academy Trust registered in England No. 09666511. Registered Office: Manor Academy Sale, Manor Avenue, Sale M33 5JX



## Document Control

Policy Agreed	04/02/21
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Owner	RUTH SHIELDS
Signed	
Designation	OPERATIONS MANAGER

## Edition History

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2	NOV 2012	13/11/12	2	NOV 2012
3	JAN 2017	2/2/17	3	JAN 2017
4	SEP 2017	19/10/17	4	SEP 2017
5	JAN 2020	12/3/20	5	JAN 2020
6	JAN 2021	04/02/21	6	JAN 2021
7	MAR 2023	16/03/23	7	MAR 2023
8	MAR 2024	29/06/2024	8	MAR 2024
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1. We are committed to providing a fully 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.
2. New Park Academy plans, over time, and as necessary to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan covers the High School, KS2 and The Hub and will contain relevant actions to:
  - \* Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - \* Increase access to the curriculum for pupils with a disability, expanding 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.
3. We acknowledge that there is a need for ongoing awareness raising and training for staff and advisory board members in the matter of disability discrimination and the need to inform on this matter.
4. The Accessibility Plan should be read in conjunction with and not exclusive to the following policies, strategies and documents:
  - \* Curriculum
  - \* Equal Opportunities and Diversity
  - \* Health and safety
  - \* Social Inclusion
  - \* SEN Report
  - \* Behaviour and Restrictive Interventions Policy & Statement of Behaviour Principles
  - \* School Improvement Plan
  - \* School website and mission statement
5. The Action Plan for physical accessibility to the school is in conjunction with and relation to the nature of provision of the School, i.e. for pupils with challenging and unpredictable behaviours, and accessibility for

any persons to the school who would normally have accessibility challenges under DDA would normally be accompanied by a school member of staff on Health & Safety grounds.

6. It may not be feasible to undertake some works immediately and an audit on an annual basis would establish any further works required which would then be raised at regular buildings meetings.
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Advisory Board committees will contain an item on "having regard to matters relating to Access".
8. The School Website will refer to this Accessibility Plan.
9. The Plan will be monitored through regular Advisory Board Meetings.
10. The school will work in partnership with the Trust and the local authority.
11. The Plan will be available for inspection by Ofsted.

## Appendix 1: Accessibility audit

### ACCESS AUDIT AND PLAN (April 2024)

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Is furniture and equipment selected, adjusted and located appropriately?				<input checked="" type="checkbox"/>	Reviewed annually and equipment purchased as necessary
2	Are pathways and routes logical and well signed?				<input checked="" type="checkbox"/>	Yes
3	Do you have emergency and evacuation procedures to alert all pupils?				<input checked="" type="checkbox"/>	Yes. Well practices and pupils are fully aware of the procedure. Half termly fire drills undertaken.
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				<input checked="" type="checkbox"/>	Reviewed annually and equipment purchased as necessary
5	Do furniture layouts allow easy movement for pupils with disabilities?				<input checked="" type="checkbox"/>	Y
6	Are quiet rooms/ calming rooms available to children who need this facility?				<input checked="" type="checkbox"/>	Yes, 2 quiet rooms are available in the High School and a sensory room is available in KS2.
7	Are car park spaces reserved for disabled people near the main entrance?				<input checked="" type="checkbox"/>	Yes

8	Are there any barriers to ease movement around the site and to the main entrance?				<input checked="" type="checkbox"/>	Support required to hold the door open for wheelchair users
9	Are steps needed for access to the main entrance?				<input checked="" type="checkbox"/>	No
10	Is there a continuous handrail to the main entrance?				<input checked="" type="checkbox"/>	Entrance is on ground level
11	Is it possible for a wheel chair user to get through the main entrance unaided?				<input checked="" type="checkbox"/>	An intercom system is in place, at the main gate and main entrance door, whereby where disabled visitors can ask for support.
12	Do steps have a contrasting colour edging?				<input checked="" type="checkbox"/>	Yes.
13	If there is a lobby at the main entrance is it possible for a wheelchair user to negotiate the doors?				<input checked="" type="checkbox"/>	Assistance required.
14	Do all internal doors allow a wheelchair user to get through unaided?				<input checked="" type="checkbox"/>	Assistance required for fire doors.
15	Do all the corridors have a clear unobstructed width of 1.2m?				<input checked="" type="checkbox"/>	Yes
16	Does each block have a wheelchair accessible toilet?				<input checked="" type="checkbox"/>	Accessible toilet available on ground floor.
17	Does the school have accessible changing rooms?				<input checked="" type="checkbox"/>	Yes
18	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				<input checked="" type="checkbox"/>	Yes
19	Could any of the décor be confusing or disorientating for students with disabilities?				<input checked="" type="checkbox"/>	
20	Is a hearing induction loop available (either fixed or portable) in the school?				<input checked="" type="checkbox"/>	Not currently available, this would be developed should the need arise.
21	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				<input checked="" type="checkbox"/>	Sound only, this would be developed should the need arise.

## LEARNING ACCESS AND AUDIT

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				<input checked="" type="checkbox"/>	All pupils have individualised plans.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				<input checked="" type="checkbox"/>	Staff are involved when determining their CPD. Annual reviews and regular monitoring of needs undertaken with line manager.
3	Do all staff seek to remove all barriers to learning and participation?				<input checked="" type="checkbox"/>	School staff are trained to ensure they can confidently remove all barriers to learning and participation.
4	Is teaching appropriately differentiated to meet individual needs so that children make good progress?				<input checked="" type="checkbox"/>	Due to the varying needs of abilities in each class, all teaching is appropriately differentiated to the individual needs of the pupils. School maintains high aspirations for pupils to make good progress. Data shows pupils do make good levels of individual progress over the academic year.
5	Are all children encouraged to take part in music, drama and physical activities?				<input checked="" type="checkbox"/>	PE lessons and access to gym available daily during lessons and leisure time; music taught via individual tuition, music projects and DJing sessions
6	Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of physical education?				<input checked="" type="checkbox"/>	Lessons are carefully tailored to the needs and abilities of all pupils.

## INFORMATION ACCESS AND AUDIT

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Do you have simple arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				<input checked="" type="checkbox"/>	This is not needed by pupils who are referred to NPA, but would be actioned should anyone need it.
2	Do you have IT facilities to produce written information in different formats?				<input checked="" type="checkbox"/>	Staff make excellent use of IT facilities.
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				<input checked="" type="checkbox"/>	All information is carefully considered before being shared with staff, pupils and parents to ensure it is user friendly and can be easily understood and accessed by all.