Newman Catholic College



Accessibility Plan

Updated: September 2026 Review Date: September 2028

This plan complies with the statutory requirement laid out in the Equality Act 2010 for all schools to have an accessibility policy.

The purpose of this plan is to improve access to services for all members of the school community who are disabled. An individual is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Newman Catholic College will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and will be updated to take account of improvements made, future resource availability and changing needs in the target areas.

At Newman Catholic College our motto is: 'Everyone Counts, Everyone Contributes, Everyone Succeeds'. We take great pride in these sentiments as they form the core of our school community as they represent the essence of life at Newman Catholic College. Newman Catholic College is a school where care and support for each individual is combined with an insistence upon the highest standards.

Newman Catholic College as a community reflects and celebrates the diversity of Christ's kingdom and we take seriously our commitment to the needs of every child and our responsibility for those children with special educational needs and disabilities whether long or short term, related to physical, social, emotional or mental health difficulties, or learning needs.

Our aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils which is readily available to pupils who are not disabled.

1. **The following measures are in place to ensure the physical accessibility to students with SEND:**

- Hand rails along stairs/ steps.
- Coloured strips onto stair edges to make the stairs easier for visually impaired pupils to manage.
- Seating plans are organised according to individual needs of the pupils.
- Disabled car park space for transporting visually impaired and physically disabled individuals.
- Medical Room is accessible to wheel chairs
- Disabled toilet available to students with particular disabilities and accessible to wheelchairs.
- Reception area is accessible to wheelchair access.
- 'Walk on the left' system on stairs and walk way next to playground (visual reminders).

2. **Staff and training arrangements to aid inclusion of pupils with SEND:**

- Whole school training on how to support visually impaired pupils

- SENCo training
- Specialist trained TA for visually impaired learners
- Access Arrangement training for exam arrangements
- Special arrangement arrangements/adjustments made as required to enable pupils with SEND to be included in school trips e.g. additional staff.
- Liaison with outside agencies :
    - Speech and Language Therapist
    - Inclusion Officer
    - School nurse
    - CAMHS
    - SEND advisory teacher
    - Brent Outreach Autism Team (BOAT)
    - Educational Psychologist
    - Occupational Therapist
    - Visual Impairment Advisory Teacher
    - Education Welfare Officer

3. The following measures equipment is available to assist students in accessing the curriculum:

- Individual laptops and Chromebooks.
- Coloured photocopier to photocopy resources for visually impaired pupils.
- Abbey Fine Reader- software that converts paper and image documents into editable formats.
- Desk lamp to provide appropriate lighting for visually impaired pupils.
- IPad for visually impaired learners to provide enlarged texts.
- Electronic magnifier for visually impaired learners
- Literacy and Numeracy software for pupils with low literacy and numeracy skills upon entry.
- The use of ICT software to link the interactive whiteboard to a pupil's IPad. Pupils with a visual impairment are able to manipulate information and text from the board.

4. The following measures are in place to improve curriculum access for students with SEND:

- Ensuring all lessons are appropriately adapted and by deploying support staff where appropriate.
- Ensuring that teachers have been informed and trained about the pupils with disabilities and how they can best teach and support them and cater for their needs.
- Ensuring that pupils have access arrangements organised for their exams, for example extra time, enlarged papers, laptops or scribes.
- Ensuring that pupils with a temporary disability, for example a broken arm, can use a laptop computer in lessons.

- Making available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats where appropriate.
- Consideration of students' specific needs during placement in teaching groups.
- LSAs are assigned to individuals and particular groups to support pupils' learning.
- Outside agencies are employed to support individuals and groups e.g. BOAT, SALT and cognitive and behavioural therapists.

This Accessibility Plan will be evaluated every 2 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.