NEW HEIGHTS SCHOOL
Focus · Learn · Achieve

Accessibility Plan

Status	Statutory
Responsible Governors' Committee	Full Governing Body
Date last approved by GB	November 2025
Responsible Person	Co-Headteachers
Review Date	November 2026
Last Amended Date	November 2025

Our Commitment:

To promote a positive learning environment that challenges, supports and celebrates every student's achievements through an inclusive academic and pastoral curriculum.

To enable all students to become part of our school community irrespective of their individual needs.

To recognise the value of each student and their potential to progress in all areas when individual needs are addressed.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Definition of Special Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to Students of the same age.

New Heights High School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all Students have access to a full curriculum, and that all Students are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on September 2018.

Our special educational needs policy outlines the school's provision for supporting Students with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our

students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support Students with SEND. All the above information can be found on the school website.

New Heights School recognises its duty to:

- Ensure compliance with the Equality Act 2010 and is consistent with the operation of its SEND policy and any other school policy that has a focus and impact on its disabled pupils, staff and parents/carers;
- Not discriminate against disabled pupils, staff and parents/carers in admissions and exclusions or in provision of education and associated services;
- Not treat disabled pupils, staff and parents/carers less favourably;
- To take reasonable steps to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage;
- Publish an Accessibility Plan

ACCESSIBILITY PLAN

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- Access to admission – students are admitted to New Heights School roll through the Liverpool City Council, the Fair Access Panel, in accordance with The Department of Education's Fair Access Protocols.

PRIORITIES OF THE SCHOOL'S PLAN

Increasing the extent to which disabled pupils can participate in the school curriculum:

- Appropriate deployment of the Parental Engagement teams to engage disabled pupils in the curriculum, develop independence and promote social interaction.
- High quality teaching for all to improve disabled pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development of staff, as the need arises on inclusive classroom practice and on specific disability issues.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Detailed in the section 'School Grounds' in the table below.

The table below is based on our current assessment of accessibility for Students with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for Students with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority action area:	Short term action:	Outcome:	Medium term action:	Outcome:	Long term action:	Outcome:
Staff training:						
Physical Management Training Ongoing	All new staff to have basic training to physically manage students and returning staff to take part in a refresher.	Students and staff are safer in the school environment which will enable them to access the curriculum.	Staff training will help staff to manage more challenging behaviours displayed by Students. This will help reduce potential behavioural barriers to access the curriculum for both the students displaying more challenging behaviours and their peers.	Students have greater understanding of acceptable behaviour which will support them to access the curriculum more effectively.	Staff will manage Students with a consistent approach around the school which will support them to access the curriculum more effectively.	Improved social behaviour for learning which will help remove potential barriers to accessing the curriculum.
Fire Marshall Training Term 1 – 2025-26	Identified staff to undergo initial training to be a Fire Marshall.	Time taken and the safety of a fire evacuation is improved.	Staff practice using the Fire Marshall skills.	Students recognise how we manage an evacuation, appreciate the importance of safety and evacuation times are continually improved.	Continued staff practice using the Fire Marshall skills and fire drills with Students to be implemented.	The school learning environment is safer.

Teaching and learning:						
T&L CPD	Staff CPD to be led by the identified staff member(s).	Staff to remove barriers to the curriculum and become more competent in this area.			Increased number of staff to lead CPD for all school staff. Specific interventions to be purchased on an individual basis.	
Trauma and Attachment training	All staff to receive CPD from SENDCo (KS3)	Staff to adopt a more trauma informed approach with students	Staff to be able to work with specific students who we believe have ACEs	Students with ACEs to begin to make improvements/ access to learning	Increased staff awareness of the impact of trauma and attachment on behaviours for learning/improved attainment of students	Students with trauma and attachment difficulties make improved progress
MHFA training for identified staff	Identified staff to complete MHFA course	Increased knowledge and understanding amongst the staff team with respect MH	Staff to work with selected Students with MH concerns	Students with MH issues to begin to make improved progress (learning walks will help identify this in lessons).	Whole staff to be aware of the impact of MH on attainment via SEND focus information	A deeper understanding within the staff body of the signs of MH issues, and be able to offer support for them.

School grounds – minor capital expense						
Keeping the schools clean and clear of any potential hazardous conditions.	Daily cleaning	Students enjoy a clutter-free environment which will promote access to the curriculum.	Daily cleaning of the school building.	Students have respect for the school environment.	Larger maintenance, doors and windows etc.	Students are safe in their environment which will enable them to access the curriculum.
Ongoing upkeep of disabled spaces and access facilities	Monitoring by site staff	Access for disabled visitors to school	NA	NA	NA	All visitors should have reasonable access to the school.

SMSC

Every pupil, regardless of race, religion, ethnicity, sexuality, SEN or disability within this inclusive school has an entitlement to fulfil their optimum potential. To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our Students. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development. Displays around school; special assemblies; 'ready to learn', and special guests, all allow us to deliver important aspects of SMSC to the students.

Safeguarding

The schools which form New Heights Schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff, Students, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing body and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND information report
- SEND policy