Head Teacher: Kirsten MacLeod

Newham Pupil Referral Units

Accessibility Plan

Policy reviewed by Yasmine Dhillon: **Spring 2026**
Reviewed policy to be agreed by MC: **Spring 2026**
Reviewed policy shared with staff: **Spring 2026**
Policy to be reviewed next: **Autumn 2029**
Committee responsible for review: **Teaching, Learning, Safeguarding and Behaviour Sub-Committee**

1. Vision and Values

Newham PRUs are committed to a "Communication First" approach. Given that 72% of our cohort presents with SLCN (2024/25 data), our accessibility strategy prioritises cognitive and communicative access alongside physical adaptations. We aim to remove the "hidden barriers" to learning—resilience, anxiety, and sensory processing—that frequently impact PRU students.

1. 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.
The Newham PRUs have a shared vision, focused on delivering outstanding education and supporting the individual needs of all our students. We will work together with our students to find solutions and enable enriched learning experiences and a broad range of outcomes.

Our core values are **Courage**, Kindness and resilience which are at the heart of what we do, ensuring we promote a nurturing, learning community with the welfare of our students, staff and community at its centre.

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.

The Newham PRU's work in partnership with LBN representative Tashanna Egbochue who is head of school support for NPW.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including, pupils, parents, staff and governors of the school.

2. Legislation and guidance

This plan complies with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice. It is designed to be read in conjunction with our *SEND Information Report* and *School Improvement Plan*.

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 he or she has 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.

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.

3. Action plan

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

Aim	Objectives (Short to Long Term)	Actions to be Taken	Person Responsible	Success Criteria
1. Increase access to the curriculum	Assistive Technology Integration	Check typing and handwriting speeds (wpm) to ascertain those requiring access to a laptop to support their writing at length	/Literacy Coach/ SENCO / Teachers	100% of students with complex needs and anxieties around writing are supported and able to write at length
	Adaptive Teaching CPD	Deliver "T&L Bitesize" training on scaffolding (e.g., using 'I Do, We Do, You Do' models) to reduce task anxiety.	DHTs	Lesson observations show 100% of staff using live modeling to support complex tasks.
	Communication Friendly Environments (CFE)	Implement a "Total Communication" approach: use of consistent visuals, "Now/Next" boards, and simplified instruction checklists in every room.	SaLT / SENCO	100% of classrooms meet the "Communication Friendly" audit standards.

	Universal SLC Screening	All students screened for SLCN within 2 weeks of admission using a standardized tool (e.g., Language Link or Clinical Evaluation).	SaLT	100% of students have an "SLCN Screener Report" that is linked to their Pupil Profile in their student file within 15 days of entry.
	Social Communication Groups	Deliver evidence-based interventions (e.g., conflict Resolution to support peer-to-peer curriculum collaboration.	SaLT	Improved "Social Interaction" scores on Boxall Profiles or similar metrics.
2. Improve the physical environment	Sensory Regulation Spaces.	Conduct a sensory audit of all sites 1st December 2025. Develop "De-escalation zones" that are low-stimulus.	OT & SALT	Every site has a designated sensory-neutral space.
	Site Navigation.	Ensure all “outside spaces” meet health and safety standards for students with high-level SEMH	Premises Manager	Zero incidents of injury in withdrawal/safe spaces.

	Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities		
3. Improve delivery of information	Digital Home-School Communication	Use of Google Translator for written and spoken communication	All Staff	15% increase in parent engagement/attendance at review meetings.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by Management Committee Chair of Governor and the Head teacher Kirsten Macleod

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- **SEND Information Report** (Essential link for Ofsted)
- **School Improvement Plan (SIP)**
- **Equality Information & Objectives**

Appendix 1: Accessibility Audit

Feature	Description	Action Required	Priority
Lighting	**Fluorescent flickering can trigger sensory overload.**	**Transition to LED/Dimmable in nurture rooms.**	**Medium**
Acoustics	**High echo in halls affects students with auditory processing issues.**	**Install sound-absorbing panels/curtains.**	**High**
Signage	**Text-heavy signs.**	**Replace with Widgit-supported symbols.**	**Medium**