



New Direction School



Accessibility plan

Reviewed Date:	Reviewed By:	List of changes	Next Review
August 2021	Luke Collins	<ul style="list-style-type: none"> • added initial consultation information • Added pupil passport information 	August 2022
16th February 2022	Luke Collins	<ul style="list-style-type: none"> • Reviewed by Luke Collins with no changes made 	February 2023
20th February 2023	Luke Collins	<ul style="list-style-type: none"> • Reviewed by Luke Collins with no changes made 	February 2024
October 2024	Adrian Anderson	<ul style="list-style-type: none"> • Reviewed with recommendations for actions to be completed before next review by Luke Collins 	August 2025
April 2025	Luke Collins	<ul style="list-style-type: none"> • Reviewed – Added more depth to policy acting on changes recommended. 	April 2026

1. Purpose and aims

This Accessibility Plan sets out how New Direction School will improve access to education, information, premises and wider school life for disabled pupils and pupils with additional needs. It is intended to be practical, measurable and reviewed regularly so that barriers are identified and reduced over time.

The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled. This includes considering reasonable adjustments to teaching, learning, assessment, communication, pastoral support, behaviour support, school activities, equine provision, off-site activities and the physical environment.

The plan has three statutory aims:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school so that disabled pupils can take better advantage of education, benefits, facilities and services.
- Improve the availability of accessible information to disabled pupils and, where relevant, parents and carers.

2. Scope

This plan applies to all pupils at New Direction School, including pupils with disabilities, special educational needs, education, health and care plans (EHCPs), medical needs, sensory needs, communication needs, social communication needs, cognition and learning needs, physical needs, SEMH needs and temporary injuries or short-term access needs.

The plan also supports accessibility for parents, carers, visitors and professionals where this is required to enable effective communication, safeguarding, meetings, school events or partnership working.

3. Legal and statutory framework

This plan has been reviewed with reference to the following legislation and guidance:

- Equality Act 2010, including the duty to make reasonable adjustments and Schedule 10 accessibility planning duties.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- Education (Independent School Standards) Regulations 2014 and current DfE independent school standards guidance.
- Keeping Children Safe in Education 2025.
- Working Together to Safeguard Children 2026.
- Supporting pupils at school with medical conditions statutory guidance.
- Health and safety legislation and fire safety duties, including individual emergency evacuation planning where required.
- UK GDPR and Data Protection Act 2018 where personal information is processed to plan or deliver reasonable adjustments.

This plan supports the school in meeting relevant Independent School Standards, particularly those relating to quality of education, spiritual, moral, social and cultural

development, welfare, health and safety, suitability of premises and accommodation, provision of information and leadership and management.

4. School context

New Direction School is an independent special school. The school provides a small setting and uses individualised planning to support pupils with a range of needs. The school site includes teaching spaces, outdoor areas and equine provision, including stables, yard areas, paths and riding facilities. Accessibility planning therefore includes classroom learning, outdoor learning, PE, equine activities, transitions around the site, arrival and departure arrangements, information access and off-site activities.

The school works with Derbyshire Local Authority and also works with Nottinghamshire, Rotherham and Sheffield local authorities where pupils are placed by those authorities.

5. Roles and responsibilities

Role	Responsibility
Proprietor - Yvonne Evans	Ensures that the school has a compliant accessibility plan, that leaders monitor implementation and that accessibility is considered in strategic decisions, premises, resources and policy review.
Directors - Luke Collins and Hannah Oliver	Support strategic oversight and ensure that accessibility actions are resourced and monitored.
Head of Education - Luke Collins	Operational lead for implementation, curriculum access, staff practice, monitoring and annual review.
SENCO - Sarah Brown	Coordinates SEND provision, EHCP and IEP links, pupil passports, reasonable adjustments, staff advice and external agency input.
DSL - Luke Collins and Deputy DSLs - Hannah Oliver, Emily Smith and Nikki Morris	Ensure that accessibility planning supports safeguarding, pupil voice, communication, vulnerability awareness and safe reporting routes.
Head of Equine Provision - Hannah Oliver	Ensures that equine activities, yard areas, stables and riding facilities are risk assessed and adapted where reasonably practicable.
Head of Student Welfare and Communication - Nikki Morris	Supports parent/carer communication, pupil voice, welfare planning and communication adjustments.
All staff	Implement reasonable adjustments, follow pupil plans, report barriers, adapt resources and raise safeguarding or welfare concerns through CPOMS and the DSL team.

6. Accessibility principles

- Accessibility is planned proactively and reviewed when a pupil joins the school, when needs change and when activities or site arrangements change.
- Pupil voice and parent/carer views are considered when identifying barriers and planning reasonable adjustments.
- Reasonable adjustments are individualised and recorded through EHCP outcomes, IEPs, pupil passports, risk assessments, medical plans, behaviour support plans and pastoral records as appropriate.

- Accessibility is considered for classroom learning, therapy or intervention, PE, equine provision, outdoor learning, educational visits, exams and assessments, transitions and school communication.
- Staff receive relevant training and guidance so that adjustments are understood and implemented consistently.
- Safeguarding, welfare and health and safety considerations are built into accessibility planning.

7. Consultation and information gathering

The school will identify accessibility needs and barriers through:

- admission information, EHCPs, professional reports and transition information;
- pupil passports, IEPs, risk assessments, behaviour support plans and medical plans;
- parent/carer meetings, annual reviews and ongoing communication;
- pupil voice, including adapted communication methods where required;
- staff feedback, curriculum quality assurance, safeguarding reviews and CPOMS monitoring;
- site walks, health and safety checks and annual accessibility audits;
- external advice from local authorities, health professionals, occupational therapists, physiotherapists, sensory impairment services and other relevant agencies.

8. Curriculum access

The school will work to ensure that all pupils can access an appropriate, ambitious and meaningful curriculum. Adjustments may include differentiated resources, adaptive teaching, visual supports, assistive technology, sensory breaks, flexible grouping, alternative recording methods, adult support, adapted assessment, environmental adjustments and individualised intervention.

Curriculum access will include consideration of the full curriculum, including English, mathematics, wider subject learning, PSHE, careers, PE, outdoor learning, equine provision, enrichment and off-site learning. Where an activity presents a specific barrier or risk, leaders will consider reasonable alternatives or adaptations so that pupils can participate as fully and safely as possible.

9. Physical environment and site access

The school will maintain and improve physical access as far as reasonably practicable. Current access arrangements include ramps, appropriate corridor width where available, accessible parking, disabled toilets, mounting ramps and level access to the manège / riding area. The school will continue to review access across classrooms, toilets, reception, paths, yard areas, stables, outdoor areas, parking, arrival and departure points and emergency evacuation routes.

Any new building, refurbishment or site development should consider accessibility from the planning stage, including step-free access, signage, lighting, surfaces, doorway widths, toilets, emergency evacuation and safe access to outdoor and equine provision.

10. Accessible information and communication

The school will provide information in accessible formats where this is needed for pupils, parents or carers. This may include large print, simplified language, visual supports, symbols, coloured paper, reading support, audio support, assistive technology, adapted worksheets, translated information or verbal explanation. Staff will consider accessibility when preparing learning resources, letters, reports, review

paperwork, behaviour information, safeguarding information and parent/carer communications.

11. Safeguarding, welfare and pupil voice

The school recognises that disabled pupils and pupils with SEND can face additional barriers to recognising, reporting or disclosing abuse, neglect, bullying, discrimination or unsafe practice. These barriers may include communication needs, dependency on adults, social understanding, sensory needs, previous trauma, anxiety, behaviour presentation or assumptions that indicators relate only to disability or SEND.

Staff will ensure that communication, supervision, behaviour support, intimate care, medical arrangements, off-site activities, PE and equine provision are planned so that pupils can access education safely and can express worries or concerns in a way that is appropriate to their needs. Safeguarding concerns will be recorded on CPOMS and reported to the DSL team in line with the Safeguarding and Child Protection Policy.

12. Reasonable adjustments and individual planning

Reasonable adjustments will be considered on an individual basis. Adjustments may be temporary or long-term and will be reviewed when needs change. Records may include EHCPs, IEPs, pupil passports, medical care plans, personal emergency evacuation plans (PEEPs), risk assessments, behaviour plans, positive handling plans, curriculum plans and visit risk assessments.

13. Staff training

The school will ensure staff have access to training and guidance relevant to the needs of pupils on roll. Training may include Equality Act duties, reasonable adjustments, SEND, autism, ADHD, communication needs, sensory needs, SEMH, trauma-informed practice, medical needs, safe moving and handling where relevant, positive behaviour support, safeguarding vulnerabilities and accessible resource design.

14. Monitoring and review

The Accessibility Plan will be reviewed annually by the Proprietor, Head of Education, SENCO and key leaders. The action plan will be monitored termly by senior leaders so that progress is recorded and barriers are addressed. The plan will also be reviewed sooner if there are significant changes to pupil need, site arrangements, curriculum provision, legislation or statutory guidance.

Evidence used to monitor impact may include pupil progress information, EHCP annual reviews, IEP reviews, pupil voice, parent/carer feedback, staff feedback, site audits, training records, risk assessments, safeguarding records, behaviour records, quality assurance findings and complaints or concerns.

15. Complaints and concerns

Concerns about accessibility should be raised with the Head of Education or SENCO in the first instance. Formal complaints will be managed through the school Complaints Policy. Safeguarding concerns must be reported immediately to the DSL team in line with the Safeguarding and Child Protection Policy.

16. Linked policies and documents

- SEND Policy and Information Report
- Safeguarding and Child Protection Policy

- Behaviour Policy
- Anti-Bullying Policy
- Positive Handling / Restrictive Physical Intervention Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Educational Visits / Off-site Visits Policy
- Risk Assessment procedures
- Complaints Policy
- Equality information and objectives
- Data Protection Policy and Privacy Notices
- Fire Safety and Emergency Evacuation procedures

17. Accessibility Action Plan 2026-2029

The following plan sets out priority actions. It should be reviewed termly and updated as actions are completed or new needs are identified.

Aim	Objective	Actions	Lead	Timescale	Success criteria / evidence
Curriculum access	Ensure all pupils can access an appropriate and ambitious curriculum, including PE, enrichment and equine provision.	Review EHCPs, IEPs, pupil passports and admission information to identify access needs. Plan reasonable adjustments for curriculum, assessment, PE, equine provision and off-site learning. Review curriculum barriers through QA and pupil progress meetings.	Head of Education, SENCO, Head of Equine Provision, subject staff	Termly review; ongoing	Pupil plans show identified adjustments. QA shows adaptations are in place. Pupils access learning and activities safely. Barriers are logged and addressed.
Curriculum access	Strengthen staff confidence in adapting learning for disability and SEND.	Create an annual training plan linked to current pupil needs. Include reasonable adjustments, autism, ADHD, communication needs, sensory needs, SEMH, trauma-informed practice and safeguarding vulnerabilities.	Head of Education, SENCO, DSL	Annual plan by September 2026; reviewed termly	Training records show completion. Staff can describe pupil adjustments. Learning walks show consistent practice.
Curriculum access	Ensure interventions support pupils to access learning and reduce barriers.	Use baseline assessment, progress data and IEP reviews to identify interventions. Monitor impact through pupil progress meetings and annual reviews.	SENCO, Head of Education, teaching staff	Termly	Interventions are recorded, reviewed and adapted. Pupil targets are updated and linked to curriculum access.
Physical environment	Complete a full site accessibility audit covering buildings, outdoor areas and equine facilities.	Audit classrooms, toilets, reception, parking, paths, yard, stables, manège / riding area, lighting, signage, surfaces, ramps, doorways and emergency routes. Create a prioritised site action log.	Proprietor, Head of Education, Head of Equine Provision, Site / premises lead	Initial audit by July 2026; annual review	Completed audit and action log. Identified hazards or access barriers are risk assessed and prioritised.
Physical environment	Improve safe movement around external areas.	Inspect and maintain paths, yard areas and outdoor surfaces. Repair holes, cracks or uneven surfaces. Review weather-related access arrangements and lighting.	Premises lead, Head of Equine Provision	Ongoing checks; termly review	Maintenance records show timely repairs. Risk assessments reflect current site conditions. Pupils move around the site safely.
Physical environment	Ensure emergency evacuation is accessible for pupils with physical, sensory, communication or anxiety-related needs.	Identify pupils who require a PEEP. Review evacuation routes, assembly points, staff roles, communication needs and practice drills.	Head of Education, SENCO, DSL, premises lead	On admission and when needs change; annual review	PEEPs are in place where required. Staff understand arrangements. Drill records show issues are followed up.
Physical environment	Ensure accessibility is considered in all new building, refurbishment and site development work.	Include accessibility checks in planning for new classrooms, toilets, equine facilities, outdoor areas and signage. Consider step-free access, lighting, surfaces, doorway widths and evacuation.	Proprietor, Directors, Head of Education	At planning stage for all projects	Project records show accessibility considered before work starts. New areas are accessible as far as reasonably practicable.
Accessible information	Improve the availability of accessible	Provide resources in formats matched to need, including large print, simplified text, symbols, visuals, coloured	SENCO, teaching staff, support staff	Ongoing; reviewed termly	Pupil plans identify information access needs. Resources show appropriate adaptations.

Aim	Objective	Actions	Lead	Timescale	Success criteria / evidence
	information for pupils.	paper, assistive technology, verbal explanation and reading support.			Pupil voice confirms resources are accessible.
Accessible information	Improve accessibility of communication with parents and carers.	Ask parents/carers about communication needs at admission and review meetings. Provide accessible formats where reasonably required, including verbal explanation, simplified wording, large print or translated information where needed.	Head of Student Welfare and Communication, admin team, SENCO	On admission and ongoing	Communication needs are recorded. Parent/carer feedback indicates information is understandable and accessible.
Safeguarding and welfare	Ensure accessibility planning supports safeguarding and pupil voice.	Train staff on SEND and disability-related safeguarding barriers. Ensure pupils know how to raise concerns using communication methods appropriate to them. Record concerns on CPOMS.	DSL, Deputy DSLs, SENCO	Annual training; termly monitoring	Training records completed. CPOMS records show appropriate reporting. Pupil voice shows pupils know trusted adults and reporting routes.
Monitoring and governance	Ensure the plan remains current, measurable and inspection-ready.	Monitor action plan termly. Report progress to the Proprietor / Directors. Update action dates, leads and evidence. Review annually or sooner after significant changes.	Head of Education, Proprietor, SENCO	Termly monitoring; annual review	Action plan includes current dates and progress notes. Annual review is recorded. Leaders can evidence impact.