

NEWHOUSE ACADEMY

Accessibility Plan

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Reviewed:	March 2023 SLT Responsibility – Mrs. H Gregory-Harris Ratified at the meeting of the Local Governing Board – Wednesday 26 th March 2023
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Next Review:	March 2026
Review Body:	To be reviewed every 3 years

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Equity is one of the four cornerstones of everything we do at Hollingworth Learning Trust. The provision for pupils with special educational needs and disability (SEND) at Newhouse Academy is inclusive and also allows for reasonable adjustments to be made to support the learning and wellbeing of these pupils, regardless of need. The following document sets out how pupils with SEND are supported, nurtured, valued and encouraged from transition to the school, through to transition into the post-16 sector.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors at the academy.

2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • With support from feeder primary schools and specialist professionals such as SALT, RANS, CAMHs, and pupil's need are considered when they start at Newhouse and appropriate measures are put in place to enable the pupil to access the full curriculum. These individual strategies are shared with staff on INSET and on passports 	<p>Offer of broad curriculum to all</p> <p>Quality first teaching</p> <p>Ensure representation across school resources</p> <p>Data analysis</p> <p>Offer of broad curriculum for all</p> <p>Smooth transition for all students</p>	<p>Annual review of curriculum offer</p> <p>Internal QA throughout the year</p> <p>Audit of resources</p> <p>Analysis after key data input</p> <p>Transition team to ensure needs of all students are met through detailed planning and enhanced visits. Data collection and dissemination</p>	<p>SLT</p> <p>DWH / SLT / HODs</p> <p>HODs</p> <p>SLT / HODs / CTs</p> <p>Transition and SEND team</p>	<p>Annually</p> <p>Ongoing cycle</p> <p>Annually</p> <p>Ongoing cycle</p> <p>Annual cycle</p>	<p>Considered curriculum with access for all</p> <p>QFT for all</p> <p>Visible representation</p> <p>Narrowing any gaps</p> <p>Pupil / parent voice</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width and one-way systems • Disabled parking bays • Disabled toilets and changing facilities • Writing slopes • TA support • Hygiene room 	Access requirements assessed and met	<p>Pupils are assessed for any requirements they have which the academy will then aim to meet</p> <p>Ensure relevant information is on medical passports</p>	JBO – meet with families and professionals for advice around requirements for us to action	Ongoing	All students have access to relevant requirements

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Print on coloured paper • Pictorial or symbolic representations • Discussion • TA support • Scribe • IT – e.g. laptops 	To develop independent learners	<p>Support parents in accessing resources available to students to support home learning</p> <p>To develop a love of reading and effective reading skills</p> <p>Develop written communication across the academy which is fit for purpose and audience</p> <p>To develop oracy – listening and speaking skills across the academy</p> <p>To ensure adjustments are made for all students to succeed both in lessons and in assessments / exams</p>	<p>CTs,</p> <p>Literacy team, SLT, HODs, CTs, SEND - everybody</p>	Ongoing	<p>Families who know how and where to access home learning effectively to support the child</p> <p>Visible cohesive approach whole academy to literacy – reading, writing and oracy</p> <p>Reasonable adjustments consistently made and evident in classrooms, assessments and exams</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SENCo

It will be approved by the governing board.

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
- SEND policy