

Name of Policy: Accessibility / Disability Policy and Plan	Version/Last Review Date: September 2022 (V6)
Statutory documents linked to policy: Equality Act	Previous review date: Sept 2016 (V1) Sept 2017 (V2) Sept 2018 (V3) September 2019 (V4) Sept 2021 (V5)
Other Policies linked to this policy: Equal opportunities	Next Review Date: September 2023 (V7)
Governor Committee Responsible	Full Governors,

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect and self belief. Our classroom extends to rich, exiting environments within the forest, the beach, the city and the community as a whole.

WNA Accessibility and Equalities Statement

West Newcastle Academy is committed to Equality of Opportunity for all pupils, parents, employees and volunteers attending our school activities, either on the school site or whilst on offsite visits. As such, we will continually review and develop our accessibility policy, with reference to the needs of existing pupils and their families, needs of potential future pupils, the current physical environments and the skills and abilities of the staff team.

The accessibility plan and policy will be reviewed and updated by taking account of the comments of disabled children and their families, and disability support organisations.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

West Newcastle Academy has regard to "Prevent Duty Guidance for England and Wales" HM Government, 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

West Newcastle Academy will not tolerate any racist, disability, homophobic or transphobic abuse or bullying. This will be reported to the local Safeguarding Services.

We work within the statutory framework to address issues around radicalisation and extremist behaviour. This is addressed through our SMSC provision, school assemblies and community links. Any concerns will be reported to the Local Safeguarding Services and Northumbria Prevent team.

Principles of the Accessibility Policy

At WNA we aim to make all reasonable adjustments to meet the needs of all pupils and will make specific adjustments:

- For the individual disabled pupil (and family)
- In our practices and procedures

We aim for disabled pupils to participate fully in school life:

- In the learning environment
- In the curriculum and learning experiences
- At breaks, lunchtime and the extended day

So that:

- Disabled pupils feel part of the life of the school

- Disabled pupils are included by their peers in all parts of school life
- Parents feel their disabled child is part of the life of the school
- Staff feel confident in working with disabled pupils

We aim to provide an inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes barriers to learning

When updated all school policies will consider accessibility and the extent to which disabled pupils at our school can participate in the curriculum. All staff will be encouraged to improve effective inclusive educational practice within curriculum planning and practice.

We will:

- Ensure range of needs of pupils, parents and the wider community at WNA are met sensitively and positively
- Consult with pupils and parents to develop individual accessibility plans and liaise with other agencies as necessary in order to support provision for the range of needs of the whole community e.g. medical professionals

Access to Physical Environment

The main building was constructed in 2015 and has appropriate provision for accessibility (including lifts, ramps, hearing loops, signage) in order to increase the extent to which disabled pupils can take advantage of education and associated services. The Nature Park building is older but only one floor and has a ramp to the entrance. If any additional accessibility issues arise they will be considered, assessed and appropriate action taken.

Access to written Information

We will endeavour to adopt processes in order to ensure equality of access to written information and where necessary develop alternative formats of communication

Access to curriculum

We will take on board any recommendations by professionals to adapt and review the curriculum provision to make it accessible for pupils with disabilities. Outdoor and Community Learning can be adjusted to support the needs of individual children.

The governing board recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.

- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This policy and plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

WNA Accessibility and Disability Plan

The Accessibility Plan should be read in consultation with the SEND Policy, the SEND Information Report and the Annual SEND Report. Together they include details of:

- WNA's arrangements for pupils with SEN or disabilities
- The steps WNA has taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

The Accessibility Audit

The governing board will undertake a regular Accessibility Audit which will cover the following three areas:

1. **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.
2. **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.
3. **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.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENDCO	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for staff	SENDCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs	SENDCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required	Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable	Headteacher	Ad hoc	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
As needed		Ad hoc		

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille 	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	



- Pictorial or symbolic representations

Ensure signage is suitable for non-readers, is clear and well situated

Headteacher

Ad Hoc

Pupils are able to navigate the school regardless of any disability

Families may also have disabilities and every effort will be made to ensure that the school is accessible to any family member.

Ratified by the Governing Body on

Signed (Chair of Governors)