

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

Our school's accessibility plans aim to:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to all stakeholders.

A key part of our curriculum involves work in outdoor areas, such as local woodlands, and we are committed to making these activities available to all our pupils and staff. We will continually review the accessibility of these environments in relation to our needs, and find more appropriate areas when necessary, to enable full class participation. We will also ensure that our transportation is accessible to all pupils.

Where physical adjustments are required to the school facilities to enable a child to participate equally, we will ensure, where possible, that such adjustments are carried out; sometimes, however, needs can be adequately met through adjustments to the organisation of the space.

We are equally aware of the additional sensory needs of some pupils, and will promote accessible information types as standard where practicable, and specifically as required to address specific needs.

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 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.**

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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf)

## WNA Accessibility Policy

Principles:

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

- For the individual disabled pupil
- 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 extend and 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 building has appropriate modifications and provision for accessibility in order to increase the extent to which disabled pupils can take advantage of education and associated services
- Internal communications and physical features are arranged in such a way that ensures equal access for all users of the building
- As and when 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

This policy should be read alongside the Inclusion, SEN and Race Equality Policies and individual Accessibility Plans.

The accessibility provision will vary according to the needs of the users of the school and termly updates to assessment files, SEN files and the enclosed data base (for visitors to the school) must be made by all staff.

NAME OF PARENT	CLASS	NEED