



Windsor Academy Trust

Newcastle Academy

Accessibility Policy (and Plan)	
Responsible Committee:	People and Culture Committee
Date approved by the Board of Directors:	8 December 2022
Implementation date:	December 2022
Next review date:	December 2025

Accessibility Policy (and Plan)

1. Introduction

- 1.1 The Accessibility policy/plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy/plan must be reviewed every three years.
- 1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 1.3 **Windsor Academy Trust (WAT) is committed to: -**
 - Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
 - Taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Trust.
 - Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.
- 1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.
- 1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

2. Legislation and guidance

- 2.1 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.
- 2.2 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.

- 2.3 Academies are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

3. Purpose of the Accessibility Plan

- 3.1 Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum.
 - Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils/students.
- 3.2 The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:
- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school's visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils/students in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case-by-case basis.
 - Improve the accessibility of **written information** to students, staff, parents/carers, and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Links with other policies

4.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

5. Monitoring arrangements

5.1 This policy document and plan will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB).

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by	Monitoring update
Physical Access					
Facilities and site meet requirements of the Disability Discrimination Act 2010 and cater for all	Annual Local Authority accessibility audit	Annual and on-going	Trust Director	Vice/Assistant Principal (Curriculum)	
Emergency Access					
Disabled students and adults to be able to evacuate the building safely in a fire emergency	Personal emergency evacuation plans are in place for disabled students/staff	On admission and reviewed annually in September	Allocated Learning Support Practitioners Site staff SENCO	Vice/Assistant Principal (Curriculum) SLT SENCO	
During unavoidable closure all students and adults to be able to leave building safely	No student to leave without contact being made with an appropriate adult Students records checked and updated	Annual and on-going	Data collection	Vice/Assistant Principal (Pastoral) Head of HR	
During a lockdown procedure disabled students and adults are protected effectively.	To be clear in individual risk assessments appropriate lockdown actions if sitting under a table is not practical.	Ongoing	SEND staff	SENCO	
Curriculum Access					

All students have access to a broad, balanced and relevant curriculum	Annual audit of curriculum via Scheme of Work scrutiny. Student Voice committee to assess physical accessibility of curriculum.	Annual – Autumn Term As per Student Voice schedule	Subject Leaders House Leaders	Vice/Assistant Principal (Curriculum) Vice/ Assistant Principal, Assistant Principal (Pastoral)	
MEPs assist students with accessibility needs	Support plans reviewed Train teaching staff.	As per individual annual review schedule.	Allocated Learning Support Practitioners	SENCO Vice/Assistant Principal (Curriculum)	
Curriculum celebrates diversity in terms of disabilities	Incorporate key events into curriculum planning and tutor program - e.g. Paralympics/Disability awareness week	Curriculum mapping Assembly schedule	Subject Leaders	Vice/Assistant Principal (Curriculum)	
Tracking of disabled student achievement identifies gaps in performance and intervention is provided to improve outcomes to ensure disabled students make ‘good’ progress	Annual examination reviews	Annual - Autumn Term	Subject Leaders Vice/Assistant Principal (Data & Intervention)	CEO Principals Governors	
Transport supports disabled students	Disabled students complete travel plan on induction. Ensure companies provide accessible vehicles	On going Review each Summer Term	Allocated Learning Support Practitioners Finance Officer	Vice/Assistant Principal (Curriculum)	
Access to information					

Identify disabled students, staff, and governors.	Electronic and paper-based questionnaire	Annual and on-going	Data collection Head of HR	HR SENCO	
Student, staff, governor and parent/carer views on accessibility understood and incorporated where appropriate	Consult with students, staff, Governors and in the development of the Accessibility Plan.	Annually via Student Voice calendar	House Leaders Head of HR	Vice/Assistant Principal (Pastoral) Vice/Assistant Principal (Curriculum)	
Newcastle Academy website is accessible for use by disabled people.	Review website Seek user feedback	On going	Marketing Coordinator	Principal	
Once the website has been developed it is accessible using immersive reader or a similar program.	For consideration.	On going	SENCo	SENCo	
Correspondence is available in preferred format	Offer service to parents/carers via website. House Leaders are aware of parents/carers access needs and appropriate support provided when needed.	On going	Admin/ Attendance Officer	Principal Vice/Assistant Principal (Pastoral)	

All students, staff, governors and parents/carers are aware of the Accessibility Plan	Raise awareness of Accessibility Plan via website/newsletter , induction, staff team meetings, student voice, Governors' Meetings.	As per calendared agenda via environment agenda Biennial as per policy schedule	SLT Lead for Marketing Senior Teachers House Leaders Link Governor (VRA) Head of HR	Principal	
Newcastle Academy: site specifics					
Curbs added and marked with yellow painted lines to allow for wheelchair access.	Dropped curbs to be added and lines painted if necessary	Ongoing	Caretaker	Director of Operations	
Interior of all rooms made visible for wheelchair users from the exterior of the room	Any new doors to be replaced with vision panels	Ongoing	Caretaker	Director of Operations	
All exterior glass to be compliant with safety regulations	Manifestation circles to all block glazing	Ongoing	Caretaker	Director of Operations	
Exterior door of Curie Building (entering Room 5) need replacing to facilitate wheelchair access	Doors need to be replaced by 70/30 split doors	Ongoing	Caretaker	Director of Operations	
Disabled toilet in C Block	Toilet provided for disabled users to access	For consideration	Caretaker	Director of Operations	
External doors to be fitted with wheelchair height controls	Paxton controls to be installed for new installations at wheelchair user height		Caretaker	Director of Operations	
Step tread to be made compliant with safety regulations	Step edges to be fitted with contract colour to aid visual		Caretaker	Director of Operations	

	impaired				