



Policy Title: Disability Access & Disability Access Plan
Newcastle Academy
Statutory Review

May 2022

UNITED ENDEAVOUR TRUST
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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, Associate 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 programme- 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 TIP	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 programme.	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	Trust Director	
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	Trust Director	
All exterior glass to be compliant with safety regulations	Manifestation circles to all block glazing	Ongoing	Caretaker	Trust Director	
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	Trust Director	
Disabled toilet in C Block	Toilet provided for disabled users to access	For consideration	Caretaker	Trust Director	
External doors to be fitted with wheel chair height controls	Paxton controls to be installed for new installations at wheelchair user height		Caretaker	Trust Director	
Step tread to be made compliant with safety regulations	Step edges to be fitted with contract colour to aid visual impaired		Caretaker	Trust Director	

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy							
Title of Policy	Accessibility Plan						
PART 1	Positive Impact – reducing inequalities						
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i> <i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</p> <p>All students and staff will be protected from any form of discrimination due to their disability and will be given opportunities to access support if required.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</p> <p>No</p>						
	Characteristics Indicate areas of likely impact ☒	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
	D	✓	✓	✓	✓	✓	✓
GA							
P	✓	✓					
R							
R/B							
S							
SO							
A							
M/CP							
Equality Impact Assessment of UET Policy	Records						
Name of person responsible for policy	H. Price						
Date of EIA of Policy	Reviewed 24.03.2022						

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of UET Policy	Evidence
PART 2	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <ul style="list-style-type: none"> • No student has ever been refused a place in academy due to their physical impairment. Level of support has allowed access to the curriculum. • Parents of students with disability are pleased with support that has been provided inside as well outside of the classroom. • We have worked closely with external agencies to support our students with physical, sensory, social and emotional as well as communication needs. • Governors provided with feedback via termly report • Ongoing site developments are improving access.

Equality Impact Assessment of UET Policy	Conclusion
PART 3	
Summary of findings	

Equality Impact Assessment of UET Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact	Accessibility needs to be reviewed regularly to ensure full participation in the curriculum. This may have possible training needs for staff.		HPR

Monitoring and evaluation and Review (publish revised policy)	Governors review via report	Ongoing	HPR
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