

TRINITY ACADEMY NEWCASTLE TRUST

ACCESSIBILITY POLICY & PLAN 2017/19

**Approved by the Committee – November 2018
On behalf of the board
Next review date – November 2019**

ACCESSIBILITY POLICY & PLAN 2017/19

Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each learner who joins our Trust will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with learners with complex learning needs, including social emotional mental health.

At our Trust we are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. In an environment where "honesty" and "calm" are revered, we are "preparing the parents of the future".

Preparing the Parents of the Future

Our job at the Trust is to prepare our learners for life. The well planned curriculum looks at your child as a whole person, preparing them for adulthood, relationships and the possibility that one day they may become a parent. Our aim is to give them knowledge and wisdom to make informed decisions.

The purpose of the accessibility plan is to ensure that all learners have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which learners with disabilities can participate in the trust curriculum;
2. Improving the environment of the trust to increase the extent to which learners with disabilities can take advantage of education and associated services;
3. Improving information delivery to learners with disabilities.

The Board of Directors also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that employees with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The Deneview Site was built in 2010 on one floor.

- There are disabled parking bays at the front of the building.
- There are electronic doors at the front entrance.
- The corridors are wide to allow easy movement for students with disabilities and those students who use wheelchairs or walking frames.
- There is a disabled toilet and shower room.
- There is a safe outdoor playing area surrounded by a security fence. The building is serviced by 4 mini-buses – 2 of which have tail-lifts to transport disabled students.

The Oakfield Site was built in 2010 on two floors.

- There are electronic doors at the front entrance.
- The corridors are wide to allow easy movement for students with disabilities and those students who use wheelchairs or walking frames.
- The lower floor is accessible by a lift.
- There is a disabled toilet and shower room.
- There is a safe outdoor playing area surrounded by a security fence.
- The building is serviced by 4 mini-buses–2 of which have tail-lifts to transport disabled students.

The New Bridge

Section 1: Access to the curriculum

Learners across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- **Trust Improvement Plan**
- **Subject Development Plans**
- **Policy for the Curriculum** - this is currently being reviewed and is scheduled to be signed off in 2017.
- **Policy for Assessment**
- **Special Educational Needs Policy (and also an SEN Information Report)**

Principle features are:

- 1:1 tutoring for learners who need extra assistance.
- Alternative, individualised programmes
- Transport provided by attendance support
- Progress Reviews (teachers' reports, three times each year) are reviewed by the Heads of School, Tutors and curriculum subject leaders; a range of staff contribute to tracking and documenting Learners' progress, to allow for appropriate interventions, evaluation and modification, as required.
- There are various Learning Support interventions across KS2-4 to provide a differentiated and appropriate curriculum for identified learners: these include 1:1 literacy and numeracy support.
- As appropriate, vocational courses can be accessed by individuals.
- Throughout KS4, and selectively for KS3 learners, through whole school data and Learning Support specialist testing, learners are identified for Access Arrangements (exam concessions).

- Pastoral support
- Six Designated Safeguarding Leads across the trust
- Looked After learners are identified and monitored.
- Learners classified as 'Pupil Premium' are identified and their curriculum progress is tracked.
- Learners who act as 'Young Carers' are identified and monitored.
- Individual Behaviour Scripts, Risk Assessments and Pastoral Support Plans monitor and support Learners.
- Attendance is monitored daily and parents are contacted on the first day of absence.
- Exclusions are kept to a minimum – when returning from exclusion learners are met and expectations re-established before returning to lessons

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for learners with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to learners

The table below sets out how the trust will achieve these aims. Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for learners with a disability	Trinity Academy Newcastle Trust offers a differentiated curriculum for learners of all abilities and uses specific resources to ensure certain learners are able to access the curriculum fully.	Provide appropriate resources to improve and maintain a quality teaching and learning environment and enhance learning through the integration of digital technologies into subject delivery.	Implement 3yr Teaching and Learning SIP and ICT development plan	ICT Focus Group & SLT	July 2019
Provide high quality education and practice for dyslexic individuals.	Specific resources needed are made available to the individual learners as per their assessment.	Ensure that everyone within our organisation has a good knowledge of the needs of the dyslexic individual and that resources are available to meet such needs. This in turn is likely to lead to greater levels of achievement and retention for all learners.	Complete Dyslexia Friendly Quality Mark assessment criteria to gain award.	Asst. Heads	July 2018 Trinity Solutions Academy & Trinity Post 16 Solutions Ltd July 2019 Trinity Academy Newcastle Trust

Improve availability of written material in alternative forms when requested	Trust are aware of process and will comply with requests received.	Learners and Parents with disabilities are more aware of our commitment to provide an alternative form of written material	Publicise the offer to a greater extent and across all publications.	Head of School (Business)	Autumn term 2017
Ensure classroom support staff have specific training on disability issues	Ongoing annual CPD teaching and learning programme	Be more aware of staff training needs focussing on disability issues i.e. mental health	Staff access appropriate CPD	SLT	July 2018
Improve and maintain access to the physical environment	New building opened in January 2011 and was specifically designed to meet the needs of all learners	There are no access issues although there are plans to improve the farm areas/outside space to improve provision	Complete the planned improvements, review pupil access to ensure a positive impact on learning	SLT	December 2018

Section 3: Access audit

Responsibility for this section of the Access Plan lies jointly with the Head of School (Business) and the Health & Safety premises Lead, with contributions from a range of professionals supporting the Trust and from individuals within the Trust.

Learners, staff, parents and visitors to the trust on all sites have an equality of opportunity to access the curriculum and we aim to make all areas of the sites accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- **Critical Incident Plan Equality Policy**
- **Facilities Development Plan**, within the **Trust Improvement Plan**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy**

Principal features of Trinity Academy Newcastle Trust are:

- the annual audit of each site
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health, Safety & Welfare Committee, teachers (activities, classrooms) and Heads of School (departmental areas), 'common areas' (Facilities Manager) and SLT in reviewing these procedures and activities
- risk assessments are written principally for two purposes: for activities and for groups of learners; and for specific learners (as generic for their time in school, and/or for specific activities, or to take into account their specific disability)
- risk assessments identify evacuation procedures for individual learners whose movements are compromised by their disability (PEEPS)
- the medical condition of learners affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need to know basis, the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the head of School and related staff

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisors	Ongoing
Corridor access	Corridors are wide with parking bays for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Head of School	Ongoing
Lift	Service level agreement in place for maintenance	Review service annually	Health & Safety & Premises Lead	Ongoing
Parking bays	Disabled parking bays marked	None required	Facility Manager	Ongoing
Entrances	Automatic front doors, enclosed lobby	None required	Health & Safety & Premises Lead	Ongoing
Toilets	All hygiene areas have hoists. Toilets have disabled access and alarms	Ensure service every 6 months	Facility Manager	Ongoing
Reception area	Accessible to wheelchair users	None required	Health & Safety & Premises Lead	Ongoing
Internal signage	Large signs in place	None required	Health & Safety & Premises Lead	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Facility Manager	Ongoing

Plan Review

This plan has been adopted by the Board of Directors and is reviewed every three years, unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the owner of the plan and the CEO, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Board of Directors.

Section 4: Access to Information

This section of the Access Plan is monitored by the Head of School (Business), with support from the trust's administration team. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the Trust has its own policies on Data Protection and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the trust's website or hard copies may be requested
- Parents/Learners may request copies of learner record files, including paper and electronic files.
- Parents/Learners may not be given access to records which contain information on other staff/learners which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Central Admin office.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the Trust website.

Information provided by the school

Learners have access to information by:

- the regular reporting of Learner's progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, HIP's and IEPs.
- the SEN review process

Parents have access to information by:

- the regular reporting of the learner's progress by written reports from teachers
- teachers' written comments in learners' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based Parents' Evenings, SEN Reviews
- Tutors and Heads of School contact with parents
- the Trust's website
- meetings for parents of prospective new learners
- by prior appointment to visit the Trust
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Early Help Single Assessment)
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside Trust supporting the work of the Trust

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the Trust's website

- contact with professionals within the Trust
- by written request to the CEO/Acting Head of School/Head of School.

Accessibility of information

The Trust aims to provide information in an accessible format and will respond to individual needs and requests as they arise.
For example:

- the Trust will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for learners, prospective learners or parents who have difficulty with standard forms of printed information;
- the Trust will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. during parents' evenings and review meetings of learner's performance in school, details are confirmed to parents how they can access information;
- the Trust will, if the need arises, aim to provide translation or interpreter services to ensure all parents/learners can access information.

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

Peter Carter (Chairperson of the Board)

Date: November 2018