



The Northumberland Church of England Academy

The Academy Accessibility Plan

Responsibility:	SENDCO (Primary and Secondary)
Date of origin:	June 2017
Latest review:	September 2017
Review:	Annually in Autumn Term
Approved by Governors:	Delegated to Executive Director
Statutory Requirement	YES



The Northumberland Church of England Academy

NCEA Accessibility Plan

1.0 Links to Mission, Aims and Values

Inspiring Achievement – Encouraging Compassion

1.1 The Northumberland Church of England Academy seeks to inculcate a culture of learning, success, high expectations, aspiration, challenge and inclusion in all aspects of Academy life and through that to encourage life-long aspiration. This is reflected through the curriculum, the leadership and daily practices of pupils and staff, aspiring to be compassionate global citizens with a sense of community and social responsibility.

1.2 Values Statement

Let your light so shine...’ [Matthew 5:16]

The Northumberland Church of England Academy strives to:

- Provide a distinctively Christian inclusive and diverse learning environment which honours God. Every learner, adult and child, is enabled, nurtured and challenged to be the best they can be.
- Encourage staff and pupils to aspire to fullness of life [John 10:10] that they may achieve their full potential.
- Promote the spiritual, moral, social, cultural, personal and physical development of individuals within a Christian framework.
- Sustain a community in which everyone is respected and valued.

In so doing we hope to enable all within our extended community to let their LIGHT shine and to ensure that the NCEA’s values of

LOVE, INCLUSIVITY, GOODNESS, HOPE and TRUTH,

are well served by all the work we do.

1.4 This policy, and its associated procedures and protocols, is based on these key principles.

2.0 Introduction

The Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to 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 Academy.

The Academy recognises and values parents and carers’ knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parents’ and child’s right to confidentiality.

The Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the campus within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

3.0 Contents:

Statement of intent

1. Planning duty 1
2. Planning duty 2
3. Planning duty 3

4.0 Statement of intent

This plan outlines the proposals of the governing body of The Northumberland Church of England Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate within the **curriculum** on all the campuses.
- Improving the **environment** of the campuses to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving **information delivery** to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the Academy must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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 the:

- Parents of pupils
- Executive Director, Directors, Heads of Campus, Year Group Leaders, SENDCos and other relevant members of staff
- Governors
- External partners

This Accessibility Plan should be read in conjunction with the following Academy policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

4.1 Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Some campus trips need to take into account children with SEND.	Needs of children with SEND incorporated into planning process.	Teachers/ SENDCo	Summer 2017	Planning of campus trips takes into account children with disabilities.	Summer 2018
Medium term	Staff members need to assess whether the curriculum is fully accessible.	Audit of curriculum.	Heads of Campus/ Teachers/ SENDCo	Autumn 2017	Leaders and teaching staff are aware of the accessibility gaps in the curriculum.	Autumn 2018
	Some staff members need training to be able to support pupils with SEND: e.g. dyslexia, dyspraxia, hypermobility.	Professional Learning provided to staff members.	External training/ SENDCo	Autumn 2017	Staff members have the skills to support children with SEND.	Autumn 2018
Long term	Pupils with SEND cannot fully access a range of extra-curricular physical activities.	Provide adjustments to pupils with SEND	Heads of Campus, Teachers, HLTAs, TAs /SENDCo	Spring 2018	Pupils with SEND can access a range of activities with appropriate reasonable adjustments.	Spring 2019

4.2 Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Leaders to reassess if the physical environment is fully accessible.	Audit of physical environment	Heads of Campus/ SENDCo/ Operations	Summer 2017	Campus is aware of accessibility gaps to its physical environment, and will make a plan to address them.	Summer 2018
Medium term	Learning environment of pupils with visual impairment must be fully accessible.	Incorporation of appropriate layout of rooms, colour schemes, braille signage.	Heads of Campus/ SENDCo	Autumn 2017	Learning environment is accessible to pupils with visual impairments.	Autumn 2018
	Classroom sinks are not accessible to all.	New taps /steps installed.	Operations	Autumn 2017	Access to classroom sinks is increased	Autumn 2018
Long term	Children with physical disabilities have access to after school activities.	Audit of after school clubs and activities.	Heads of Campus	Summer 2018	Campus facilities are fully accessible.	Summer 2019

4.3 Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Leadership to assess whether campus information is accessible or not e.g. visual impairment, EAL	Audit of information delivery procedures: letters, parent mail, newsletters.	Heads of Campus/ SENDCo	Summer 2017	The Academy is aware of accessibility gaps to its information delivery procedures.	Summer 2018
	Review documentation on website to check accessibility for pupils/parents/carers with English as an Additional Language	Campus seeks advice from advisors. Review formats publicised on campus website – particularly for new parents to the campus, in order to ensure accessibility for parents with EAL.	Website Staff in consultation with Directors/ Heads of Campus/ SENDCos	Autumn 2017	The Academy is aware of local services for converting written information into alternative formats.	Autumn 2018
Medium term	Written information is not always accessible to pupils with visual impairments.	Insure font size is correct for all written work.	Teachers/ HLTAs/ TAs	Autumn 2017	Written information is fully accessible to children with visual impairments	Autumn 2018
Long term	Campus website is not fully accessible to some children with SEND.	Audit of website	Website Staff	Summer 2018	Website is fully accessible	Summer 2019