



Accessibility Plan Policy

Policy Owner	Kevin Broadfoot
Date of last review	September 2019
Approval/Review body	CSG/ATB
Review Interval	3 Years
Date of Review	Sept 2021
Date of Next Review	Sept 2024

Introduction

In light of experience and best practice, the effectiveness of this policy will be monitored annually and reviewed every three years. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer, Mrs Christine Connolly.

We are always keen to hear suggestions regarding Academy policies. To make suggestions or to see further information please contact:

Executive Support Officer

Telephone: 01207 507001
Email: dpo@ncdat.org.uk

Footnote

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

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1. Rationale & Aim

Rationale

At New College Durham Academies Trust we aim to eliminate discrimination, advance equality and foster good relations. The Trust is committed to providing a fully accessible environment, which values and includes all students, staff, governors, parents, carers and visitors. We are committed to developing a culture of inclusion, awareness and tolerance and to challenging negative attitudes to disability and accessibility.

Aim

The Accessibility Plan contains relevant actions to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment of the Academy to enable disabled students, staff, parents and carers and visitors to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information.

New College Durham Academies Trust aims to treat all its staff, students, parents and carers and visitors fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has an adverse, substantial and long term effect on his/her ability to carry out normal day to day activities. (Equality Act 2010)

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.' This definition includes sensory impairments such as those affecting sight and hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer -medical conditions that can have a long term and substantial effect on the everyday lives of children and young people.

2. Objectives

The objectives of this Accessibility Plan are:

- to improve awareness of Equality and Inclusion;
- to regularly review where the physical environment and where improvements are needed;
- to regularly review the curriculum for students with a disability and maximize opportunities for the integration of all students with SEND, allowing such students to play a full and active role in school life.

3. Strategies

To ensure progress against these objectives the SEN Policy into Practice document details the plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted regularly and new plans will be drawn up every three years.

4. Roles & Responsibilities

The Chief Executive Officer / Principal will ensure:

The Chief Executive Officer will ensure that all policies are kept up to date.

The Principals will ensure compliance to the policy to across the Academies.

The Governing Body members will: monitor and evaluate the policy.

Senior leaders will ensure that:

priorities as detailed in the SEN Policy into Practice are addressed.

Subject heads/leaders and learning leaders will ensure that:

priorities relating to the curriculum as detailed in the SEN Policy into Practice are addressed.

All teachers/staff will:

work together to establish a fully accessible environment which values and includes all students, staff, parents and carers and visitors.

5. Standards by which the success of this policy can be evaluated

The Policy into Practice Plan relating to these key aspects of accessibility is reviewed regularly against the outcomes and a new plan will be produced and approved by the Local Governing Body every three years.

6. Associated Documentation

This policy and its accompanying SEN Policy into Practice are underpinned and shaped by the relevant legislation and guidance including:

- Department for Education (DfE) guidance for schools on the Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- SEND Policy
- Public Sector Equality Duty Policy