



Accessibility Policy

Version 3

This policy applies to all New Collaborative Learning Trust institutions.



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1.0 Principles

- 1.1 New Collaborate Learning Trust (NCLT) is committed to providing an inclusive learning environment at each school and college, promoting high aspirations and expectations for all students/pupils. We recognise that every student/pupil is an individual who has a variety of educational and personal needs, which may change as the student/pupil develops.
- 1.2 We aim to support every student/pupil, allowing them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning.
- 1.3 We aim to encourage all students/pupils to become confident, resilient individuals who can make successful transition onto their next steps.
- 1.4 Disability is a protected characteristic as defined by The Equality Act 2010. This policy sets out how the Trust provides access to education for disabled students/pupils as required by The Equality Act 2010:
 - not to treat disabled students/pupils less favourably for a reason related to their disability;
 - to make reasonable adjustments for disabled students/pupils, so that they are not at a substantial disadvantage and increase the extent to which disabled students/pupils can participate in the school or college curriculum;
 - to plan to increase access to education for disabled students/pupils through improving the environment of the school or college.

2.0 Policy Definitions

- 2.1 Children and young people in education from the ages of 0-25 with a special educational need are referred to as students/pupils for the purpose of this policy. Students/pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 Students/pupils have a learning difficulty if they:
 - *have a significantly greater difficulty in learning than the majority of students/pupils of the same age; or*
 - *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/pupils of the same age within the area of the local education authority.*

Students/pupils must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

- 2.3 Special educational provision means:

- *For students/pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for*

students/pupils of their age in schools/colleges maintained by the Local Authority (LA) or Academies, other than special schools, in the area.

2.4 A person has a disability if:

- *He or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing, and long term medical conditions such as asthma, diabetes, epilepsy and cancer. (See Chapter 1, Section 6, The Equality Act 2010)*

2.5 Students/pupils with medical conditions:

- *Some students/pupils who have a medical condition will have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND but there may be an overlap of provision. Where this student also has SEND support for their needs this will be co-ordinated and planned alongside their healthcare plan. (The Children and Families Act 2014, Supporting Pupils at School with Medical Conditions, DfE, December 2015).*

3.0 Legislation

3.1 This policy takes account of:

- *Special Educational Needs Code of Practice: 0-25 Years, 2015*
- *Children's and Families Act, 2014*
- *The Special Educational Needs and Disability Act (SENDA), 2001*
- *Education Act, 2011*
- *Education (Special Educational Needs Co-ordinators) (England) Regulations, 2008*
- *The Equality Act, 2010*
- *Keeping Children Safe in Education, Sept 2021*

4.0 New Collaborative Learning Trust Context

4.1 The Trust is a multi-academy group providing pre- and post-16 provision delivering GCSEs, Level 3 and A-Level qualifications to students/pupils aged 11-19, and primary education from 3-11. It is located within M62 corridor which includes Pontefract, Doncaster, Rotherham and Bradford. Each school or college has its own unique environment, with New College Pontefract being an old school building with expanded new build blocks, New College Doncaster and Bradford being modern purpose-built learning environments and Wingfield Academy being a purpose-built school within its community. Anston Greenlands was purpose built for its community in 1974, Redscope was built in 1956, and Thorpe Hesley was built in 1929 and benefitted from a more recent extension to the infant school in 2008.

4.2 The college sites have main arterial bus routes to Wakefield, Leeds, Doncaster and Bradford with access to specific Trust bus services provided daily for New College

Doncaster and New College Pontefract but not New College Bradford (due to its central and accessible position).

- 4.3 Wingfield Academy remains accessible to all its students/pupils as it resides centrally within the catchment area. One bus route has been established to provide access for children who live within the Kimberworth and Thorpe Hesley area.
- 4.4 The majority of children at Anston Greenlands live within walking distance. Public bus routes can drop families at the edge of the estate.
- 4.5 Thorpe Hesley Primary School remains accessible via car or public transport and is situated on Upper Wortley Road, Thorpe Hesley.
- 4.6 Redscope Primary School and Children's centre is accessible to all children aged 2-11 years. It is situated on Kimberworth Park Road and is accessible within walking distance to all from the local area.

5.0 Access to the Curriculum

5.1 NCLT will seek to ensure students/pupils can access the curriculum by:

- Providing a thorough student/pupil induction process, linking closely with feeder schools and external services to support and accommodate the needs of students/pupils.
- Ensuring all staff adhere to Trust policies regarding personalisation within the classroom and the continued review of Individual Learning Plans or Support Plans.
- Ensuring all students/pupils with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or a laptop etc.
- Ensuring the curriculum is accessible for all children and young people, and reasonable adjustments are made where necessary to ensure those with SEND receive quality first learning.
- Providing enhanced staffing e.g. 1:1 or 2:1 staffing where appropriate
- Providing regular pre-learning and catch-up interventions
- Within primary schools, providing bespoke and personalised curriculums including curriculum additions where necessary.

5.2 In order to make continuous improvements for students/pupils, the Trust will:

- Monitor and review those areas of the curriculum which are normally difficult for SEND students/pupils to access and make all required reasonable adjustments, for example re-rooming classes etc.
- Scrutinise data of SEND students/pupils after every assessment point and the sharing of findings at Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate).
- Further investigate avenues for supporting students/pupils with SEND external to the school or college.

- Provide a suitable transition process to provisions outside of the Trust, for example, next phase of education, university, apprenticeship or other specialist SEND provision.
- Report to Directors' meetings to consider the progress and performance, finance and provision for students/pupils with SEND.

5.3 Students/pupils who have made an application to the school or colleges in the Trust, who have an Educational Health Care Plan (EHCP), will have their needs assessed against the college and schools provision matrix to ensure that the school or college can meet the needs of the student/pupil against the content within the EHCP. The Trust will establish if they can meet the needs under reasonable adjustments and efficient use of resources and to ensure that meeting the needs of the student/pupil do not make it incompatible with the efficient education of other students/pupils. The local educational authority is legally responsible for ensuring the student/pupil has suitable educational provision to meet their needs.

5.4 Transition visits will be arranged on a 1:1 basis for students/pupils who have an EHCP, to allow an informed decision to be made regarding whether the college or school environment meets the needs of the student/pupil under reasonable adjustments. Transition visits are arranged by the student/pupil's primary or secondary school, and the colleges' Study Support Teams or the Inclusion Team at Wingfield. Students/pupils will be supported during the transition visit. In the primary schools, transition visits are arranged with parents or, where appropriate, with pre-school settings. Staff may conduct home visits and setting visits for new starters in the Foundation Stage. Primary schools share relevant information with secondary feeder schools to ensure that where needed, support continues into the next phase of education. Close links are built with secondary SENDCos and/or Inclusion Leads and additional transition visits are arranged for some children if this is required. Secondary SENDCos are invited to attend SEND review meetings.

5.5 All students/pupils will have the opportunity to participate with their schools in group transition visit programs that include taster days and induction days organised by the school or college. Selected high needs students/pupils will be invited to attend an additional transition event for a small number of students/pupils. If deemed necessary by the school or college, the student/pupil's school/college study support or inclusion team are to accompany the student/pupil and support them on these transition dates.

6.0 Access to Pastoral Support

6.1 Each college and school will provide a bespoke pastoral structure for all its students/pupils through the Progress Tutors, Pastoral Support Team or trained members of staff e.g. Family Liaison Coordinators or HLTAs.

6.2 Wingfield School provides pastoral support for all its students through the year tutor programme. Tutors have responsibility for monitoring and tracking the progress of pupils alongside a specialist team within Inclusion. Students within colleges will work with a Progress Tutor throughout their time to provide support and challenge both in relation to their personal and academic life. Progress Tutors will monitor student progress using available information which may include Support Plan (SP) targets, assessment and attendance data.

The primary schools all work with a team of staff 'around the child', including in school specialist roles, SENDCo, class teacher and SLT. All our schools work closely with outside agencies such as the Specialist Inclusion Team and Educational Psychologist who provide advice for both school and home, this advice is then incorporated into IEP's (Individual Education Plans.) Children's personal development is monitored, including through progress meetings and SEND reviews. The SENDCo teams in schools meet regularly with parents, relevant professionals and staff to review and set new targets in order to move the children on, both academically and socially. Pastoral support and care is provided where identified as a need by the Safeguarding and Inclusion staff and this is also regularly monitored with the two larger primary schools having a dedicated Pastoral Support Team.

6.3 In order to make continuous improvements for students/pupils, the Trust will:

- Ensure all staff receive appropriate training and development to meet the needs of the students/pupils with whom they work, appropriate to their individual roles and responsibilities.
- Provide regular reviews of performance data with specific reference to the performance outcomes of SEND students/pupils.
- Ensure there are timely reviews of individual student/pupil's risk assessments.

7.0 Site Accessibility

7.1 Each college and school have disabled access to the facilities and will ensure that such access is maintained in the development of additional teaching and recreational spaces, and work towards continuous improvement:

- Additionally, there is sufficient washroom facilities throughout the sites designed specifically for disabled individuals to access.
- The Trust will continue to consider the needs of its students/pupils, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes.
- Produce risk assessments for identified students/pupils via the Medical Declaration Form, EHCP or My Support Plan (MSP) who will require a personal risk assessment carried out in relation to the school or college environment, and the risks to the student/pupil themselves, and other students/pupils and staff around them.
- Produce risk assessments for planned trips that are organised through the school or college as part of the subject provision.
- Designated parking for Blue Badge Holders is made available.
- Ensuring all appropriate students/pupils with an EHCP/MSP receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency – the evacuation will be conducted by teaching staff teaching the student/pupil at the time of the evacuation and Fire Marshalls will direct to designated areas of safety.

- Ensure compliance with the Trust Managing and Administering Prescribed Medications Policy section of the SEND Policy.

7.2 The Trust has a duty to make 'reasonable adjustments' to make sure disabled students/pupils are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

7.3 The Trust is not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. The Trust must make the buildings accessible for the disabled students/pupils as part of the overall planning duties.

8.0 Access to Information

8.1 The Trust will provide access to information and performance updates in a variety of ways including:

- College and school letters
- College Virtual Learning Environment (VLE)
- New Collaborative Learning Trust (NCLT) and individual college and school websites
- Open days and events
- Parent/Carer evenings/meetings
- Personal Progression Tutor meetings
- SEND review processes.
- Welcome Evenings

8.2 In order to make continuous improvements for communication for students/pupils, the Trust will:

- Investigate alternative ways of providing access to information, software and activities.
- Investigate ways of communicating with SEND parents/carers and other adult users of the school and college website.
- Make full use of external providers of support including those provided through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required.
- Seek to use text alerts to communicate with specific user groups.

9.0 Consultation

9.1 All sections of the Trust community will be included in the development of this Accessibility Policy with specific input sought from:

- New Collaborative Learning Trust Directors
- Advisory Groups
- SENDCo
- Staff

- Students/pupils – Student Executive and Student Voice
- Feeder schools will be contacted to assist with the planning and information gathering of transitions for incoming Year 7 and Year 12 students/pupils
- All EHCP students/pupils have an annual review where students/pupils and parents/carers are consulted about the provision they are offered and are able to contribute to an evaluative commentary