

Accessibility Policy

Version 4

This policy applies to all New Collaborative Learning Trust settings.



Wingfield Academy



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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, high expectations and positive outcomes for all pupils and students.
- 1.2 We recognise that disability and special educational needs may present barriers to learning, participation and wellbeing. Through early identification, anticipatory planning and the graduated approach (Assess–Plan–Do–Review), we aim to remove these barriers so that disabled pupils and students can participate fully in education and wider school or college life.
- 1.3 Accessibility is viewed as a whole-organisation responsibility. Adjustments are planned proactively and reviewed regularly to ensure that provision remains responsive to individual need, reflects changing circumstances, and supports progression to next steps, including preparation for adulthood, employment or further study.
- 1.4 This Accessibility Plan works alongside the Trust’s SEND Policies to ensure that our duties under the Equality Act 2010 are fulfilled and that disabled pupils and students are not placed at a substantial disadvantage in accessing education or wider school and college life. This means that trust settings will:
 - not treat disabled pupils or students less favourably for a reason related to their disability;
 - make reasonable adjustments for disabled pupils and students so that they are not placed at a substantial disadvantage and are able to participate fully in the school or college curriculum;
 - plan strategically to increase access to education for disabled pupils and students by improving the physical environment of schools and colleges over time

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, 2014 as updated*
- *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*

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 ensure that disabled pupils and students are able to access the curriculum through high-quality, inclusive and adaptive practice, supported by reasonable adjustments and the graduated approach (Assess–Plan–Do–Review).
- 5.2 The Trust will support access to the curriculum by:
 - Providing a thorough induction and transition process, working closely *with* feeder schools, parents/carers and external services to understand individual needs and plan *appropriate support*.
 - Ensuring all staff adhere to Trust policies relating to inclusive and adaptive teaching, with the ongoing review of Individual Learning Plans, Learning Plans or Support Plans where appropriate.

- Ensuring that pupils and students with SEND are appropriately *supported* during assessments and examinations through approved access arrangements, such as additional time, a scribe, assistive technology or a laptop, in line with statutory and awarding body guidance. These arrangements will be supported as the learner's normal way of working wherever possible.
- Ensuring the curriculum is accessible for all children and young *people*, and reasonable adjustments are routinely embedded within classroom practice so that pupils and students with SEND can access quality-first teaching.
- *Providing* additional or enhanced support where required, informed by assessed need and reviewed regularly as part of the graduated approach.
- Providing targeted pre-learning, catch-up or intervention support where this is identified as a reasonable adjustment to support curriculum access.
- Within primary schools, providing bespoke and personalised curriculum *approaches*, including curriculum adaptations or additions where necessary to meet identified need.

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

- Monitor and review areas of the curriculum that are typically harder for pupils and students with SEND to access, implementing reasonable adjustments where required (for example, adaptations to learning environments or timetabling).
- Review assessment, progress and attainment data for pupils and students with SEND at regular points, with findings informing leadership discussions and, where appropriate, further intervention or adjustment.
- Work with external professionals and services where specialist advice is required to support curriculum access.
- Provide appropriate transition planning to support progression to the next phase of education, training, employment or specialist provision, including preparation for adulthood in post-16 settings.
- Report on SEND provision, outcomes and accessibility as part of Trust leadership and governance arrangements.

5.4 Where a pupil or student has an Education, Health and Care Plan (EHCP), their curriculum access needs will be considered in relation to the provision outlined in the plan, including the reasonable adjustments required to support participation. Schools and colleges will work with the Local Authority and relevant professionals to ensure statutory responsibilities are met.

5.5 Pupils and students with SEND will be supported through planned transition arrangements, which may include individual or additional transition visits where appropriate, alongside wider induction, taster and familiarisation activities. Transition planning will be proportionate to need and coordinated by schools, colleges and SEND teams in collaboration with families and professionals.

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6.0 Access to Pastoral Support

6.1 Each school and college within the Trust provides a bespoke pastoral structure designed to meet the needs of its pupils and students. Pastoral systems are organised in ways that ensure disabled pupils and students, and those with SEND, are able to access appropriate support and feel safe, supported and included.

6.2 Across the Trust, pastoral support may be provided through Progress Tutors, year tutors, Pastoral Support Teams, SEND staff and other trained members of staff, including Family Liaison Coordinators or Higher Level Teaching Assistants. These structures vary by setting to reflect the age, phase and needs of pupils and students.

6.3 In secondary and post-16 settings, pupils and students are supported through tutor or Progress Tutor systems which provide both pastoral support and academic oversight. Progress and wellbeing are monitored using a range of information, which may include Support Plan targets, attendance, assessment and engagement data.

6.4 In primary schools, pastoral support operates through a team-around-the-child approach, involving class teachers, SENDCos, senior leaders and specialist staff. Schools work closely with external agencies, such as the Specialist Inclusion Team and Educational Psychologists, and advice from these professionals is incorporated into Individual Education Plans or other support plans as appropriate.

6.5 Personal development and wellbeing are monitored through progress meetings, SEND reviews and pastoral processes. SENDCo teams work regularly with parents/carers, staff and relevant professionals to review support and set next steps, supporting pupils both academically and socially. Where pastoral need is identified, support is provided in collaboration with Safeguarding and Inclusion staff and reviewed regularly.

6.6 The Trust recognises that disability, social, emotional and mental health needs and wellbeing may intersect. Pastoral systems are therefore adapted proactively to ensure that disabled pupils and students:

- feel safe, supported and included;
- can access safeguarding, wellbeing and emotional support;
- are able to communicate concerns and contribute their views.

6.7 SEND staff, pastoral teams, safeguarding leads and health and safety leads work collaboratively to ensure pastoral support forms part of the graduated approach where appropriate. Where a social, emotional or mental health need creates a barrier to learning, pastoral adaptations and reasonable adjustments are implemented alongside SEND support and reviewed regularly.

6.8 In order to secure continuous improvement, the Trust will:

- ensure staff receive training appropriate to their role to support inclusive pastoral practice;
- review performance and wellbeing data with specific reference to pupils and students with SEND;
- ensure timely review of individual risk assessments where required.

7.0 Site Accessibility

7.1 The Trust is committed to improving the physical environment of schools and colleges to enhance access to education for disabled pupils, students, staff and visitors.

7.2 Accessibility considerations are embedded within anticipatory planning, estate management and future development works. This includes reasonable adjustments to:

- access routes, classrooms and learning spaces;
- lighting, acoustics and sensory environments;
- furniture, equipment and specialist facilities, including accessible toilet and hygiene facilities.

7.3 Individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) are completed where required and reviewed regularly, including for off-site activities and educational visits.

7.4 The Trust recognises its duty under the Equality Act 2010 to make reasonable adjustments and to plan strategically to increase accessibility over time. Accessibility is considered alongside health and safety requirements to ensure that environments are safe, inclusive and supportive of learning.

7.5 Responsibility for oversight sits with senior leaders, SEND staff and Health & Safety Leads, who ensure actions are implemented and reviewed.

7.6 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.

7.7 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).

7.8 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 is committed to ensuring that information is accessible to disabled pupils, students and parents/carers.

8.2 Information will be provided in a range of formats where required, taking account of individual need. This may include:

- Adapted or simplified written materials
- Digital formats compatible with assistive technology
- Alternative communication methods

- 8.3 In schools, communication is shared with parents/carers and pupils in line with statutory responsibilities. This includes information relating to learning, progress and wellbeing.
- 8.4 In post-16 provision, communication reflects the increasing independence of learners, with information shared directly with students and with parents/carers where appropriate and agreed. This includes information relating to learning, progress and wellbeing.
- 8.5 The Trust regularly reviews communication systems, websites and digital platforms to ensure accessibility and will seek external support where specialist formats or advice are required.

9.0 **Consultation and Governance**

- 9.1 The Trust recognises accessibility planning as a core governance responsibility.
- 9.2 Consultation takes place with:
- Pupils and students, including those with disabilities
 - Parents and carers
 - SENDCos and inclusion staff
 - Staff and external professionals where appropriate
- 9.3 Local Advisory Groups monitor implementation of this Accessibility Plan and provide challenge and assurance that statutory duties are met.
- 9.4 The Trust SEND Link Director and senior leaders provide strategic oversight and ensure that accessibility actions align with SEND policy, safeguarding arrangements and trust-wide priorities.
- 9.5 This Accessibility Plan is reviewed annually, alongside SEND-related policies, to ensure it remains effective, up to date and responsive to need.