



Trust Wide Accessibility Policy

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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Trust Board	M Reddy

Website:	
Yes/No	Yes

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1. The aims of this Policy

1.1 This policy will provide a Trust-wide consistent approach to ensuring equal access for all our pupils/students whatever their specific needs by:

- Increasing the extent to which disabled pupils/students can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information for disabled pupils/students
- Ensuring that the Academy ethos is always inclusive and that unconscious bias is always under review as a means of continually improving our offer to all pupils/students.

1.2 This policy satisfies the requirement for the Trust to comply with relevant legislation and statutory guidance and is based on the following advice from the Department for Education (DfE):

- [Schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Schools are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#),

1.3 This policy links with the Trust and academies' SEN policies and procedures.

1.4 A disabled person is likely to have difficulties in one or more of the following:

- Mobility
- Physical co-ordination
- Manual Dexterity
- Continence
- Ability to lift, carry, move everyday objects
- Speech
- Hearing
- Eyesight
- Memory
- Ability to learn, or understand
- Perception or risk of physical danger

- Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorder, disfigurement
- 1.5 All our Trust Academies are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum
 - Improve the physical environment of the school to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils/students.

This policy complies with our Funding Agreement and Articles of Association.

2. The Trust's approach to accessibility

- 2.1 The Equality Act 2010 places a legal obligation on Academies making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA). The Act also places an anticipatory duty on Academies to consider what reasonable adjustments need to be made to improve access to the Academy's services for any stakeholder with a disability, including pupils/students, staff, parents and carers and any other visitors to an Academy, without waiting until the adjustment is actually needed. Therefore, each of our academies will on an annual basis review their Accessibility Plans where intelligence from a variety of sources will be used to address the needs of individual pupils/students and groups of pupils/students/stakeholders.
- 2.2 This Policy sets out our Trust's duty not to discriminate against disabled students and also the need to make reasonable adjustments to make sure disabled students can play a full part in the social and academic life of all our Trust Academies. An annual audit of the school will ensure that the building, furniture, fittings and equipment and all resources are appropriate and fit for purpose for all our pupils/students.
- 2.3 Our Trust will treat all its pupils/students fairly and with respect. This will involve providing access and opportunities for all pupils/students without discrimination of any kind. We will adhere to the principle that discrimination is recognised by the receiver rather than the giver.
- 2.4 Our Trust Policy and Academy Accessibility Plans will be made available online via the school website, and paper copies will be available upon request.
- 2.5 Our Trust will ensure that all academy staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and issues relating to unconscious bias.

- 2.6 Our Trust and Academies will seek support from appropriate partnerships to develop and implement their Accessibility Plans.
- 2.7 We are committed to full and active involvement of disabled people in developing and reviewing arrangements for pupils/students (and staff, parents, visitors) with disabilities. We will consult regularly with all stakeholders (students, parents/carers, regular visitors to our Academies) with disabilities to aid in the development of our Accessibility Action Plans and Procedures. We will take account of their views when making appropriate reasonable adjustments. This consultation process will be ongoing. In addition, as part of our public sector equality duty, we will consult with external voluntary organisations in order to further inform the Action points in our Accessibility Plan.
- 2.8 Our intelligence gathering to inform Accessibility Plans will extend to review of case studies and academic research into the latest developments and solutions, always testing these out with end-users before full implementation. Our Academies' complaints procedures will cover their Accessibility Plans. Complaints will be used as an important source of intelligence to inform revisions of Academy Accessibility Plans and where necessary immediate changes and adjustments will be made rather than waiting for the annual review.
- 2.9 This Policy will be reviewed every three years. Academy Accessibility Plans will be reviewed annually with transparent evidence of the process to utilise management information and intelligence to inform revisions of the Plans. Oversight and scrutiny of adherence to this Policy will be undertaken by the Trust Board. Oversight and scrutiny of Academy Accessibility Plans will be undertaken by Academy Governing Bodies.

3. Trust Academy Accessibility Plans

This action plan sets out the Newsome Academy Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current Academy Good Practice	Research and Intelligence to Improve	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success Criteria
<p>Increase access to the curriculum for pupils/ students with a disability</p>	<p>Our Approach:</p> <ul style="list-style-type: none"> • <i>Our school offers a differentiated curriculum for all pupils/students</i> • <i>We use resources tailored to the needs of pupils/students who require support to access the curriculum</i> • <i>Curriculum resources include examples of people with disabilities</i> • <i>Curriculum progress is tracked for all pupils/students, including those with a disability</i> • <i>Targets are set effectively and are appropriate for pupils/students with additional needs</i> 						

Aim	Current Academy Good Practice	Research and Intelligence to Improve	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success Criteria
	<ul style="list-style-type: none"> <i>The curriculum is reviewed to ensure it meets the needs of all pupils/students</i> 						
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils/students as required. This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps</i> <i>Elevators</i> <i>Corridor width</i> <i>Disabled parking bays</i> <i>Disabled toilets and changing facilities</i> <i>Library shelves at wheelchair-accessible height</i> <i>Adequate lighting</i> 						

Aim	Current Academy Good Practice	Research and Intelligence to Improve	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success Criteria
Improve the delivery of information to pupils/ students with a disability							

Accessibility at Newsome

As a lead school in the local authority for hearing and physical impairment, it is essential that accessibility and inclusion is at the heart of Newsome Academy across a range of areas outlined below:

Accessibility in the Classroom for Deaf Students

Staff ensure the student is always seated near the front of the class. If needed, hearing aid and cochlear implant microphones are only fully effective for a distance of 2m. Sound reduces in volume by 5 dB for every metre.

In seating the student, staff also consider other sources of noise and distraction e.g. projector hum, a noisy student, distracting noises. They also consider the student's view of their face when they are teaching and their view of the IWB. Staff recognise that there is no generic rule as to the ideal seat for a deaf student; this depends on the situation.

Staff speak at a strong, steady pace and do not exaggerate their speech or lip patterns.

Background noise is kept to a minimum by: closing the door and window unless absolutely necessary; turning off the projector if it is not being used; insisting on absolute quiet when teaching; never giving instructions/teaching points over the student's working noise or at the end of the lesson as the students are tidying away.

Staff ensure that deaf children always have access to lipreading. They do this by: standing still and in a consistent spot when teaching; not speaking while writing on the board and not standing in front of light sources.

They also make lipreading easier by: giving the context of what they are speaking about before doing so; giving a short introductory sentence and displaying visual information which refers to what they are talking about.

Staff allow deaf students full access to audio visual content by not asking the deaf student to write notes while watching the video.

Instead they separate the tasks or use an ETA as a notetaker.

Staff give full access to teaching content by differentiating the language they use. They reduce paragraph and sentence length to suit the deaf child.

Staff reduce auditory clutter by avoiding teaching using long passages of speech. Instead they give listening breaks and scaffold speech with visual and written information.

Deaf children are given fuller access to speaking and listening activities (Voice 21) by being given extra processing time, written/visual prompts e.g. sentence starters.

Staff repeat back student answers and contributions to ensure that the deaf student has access to the full learning environment.

Staff ensure the deaf student's access to group discussion (Voice 21) by: ensuring that there is turn taking; seating the group with the deaf child in the quietest place possible and ensuring the students are facing each other and speak clearly.

Accessibility in the Classroom for PI Students

Students have access to and make use of many resources in the classroom to support their access to learning. These include:

- Writing slopes/book stands
- Postural seat wedges
- Adapted rulers
- Adapted keyboards
- Pen/pencil grips
- Adapted pens
- Reading pen
- Large mouse pads
- Laptop stands
- Touch screen laptops for specific students
- Ipads
- Aids to facilitate life/everyday skills, e.g. Kettle tipper, cutting boards
- Adapted cutlery and bowls
- Dycem mats
- Fully adjustable art easel

Accessibility in the Classroom for VI Students

Technology may be needed to help students to access pictorial or written information displayed on screen. The following technological solutions are used:

- NVDA screen reading software

NVDA sometimes encounters problems with pdf files. An iPad app called Voice Dream is used to overcome this. This is used in exams as exam papers come in pdf format

Where students have functional vision, mirroring software (Team Viewer) is used to transfer the information displayed on the teacher's interactive whiteboard to the student's tablet/iPad

Large size monitors and IWB s are used in HI and PI classrooms

All students have their own personal laptop, display settings specific to them are saved to their profile

Laptop magnifiers

Modified Large Print resources modified in line with UKAAF guidelines

A Zychem printer and paper is used to create tactile graphs, diagrams and tables

Audio description

Some classrooms have a smart touchscreen digital board allowing magnification and colour change.

Technological solutions to aid access to learning

Deafness

All deaf students use a digital radio aid solution to transmit the teacher's voice directly to their hearing aids/speech processors. In most cases this is a Phonak Touchscreen mic transmitter with Phonak Roger X receivers. However, where there are solutions integrated with the students own hearing technology e.g. Cochlear Mimic these are used.

Radio aids can be used as an alternative to headphones by being plugged into the device with a headphone cable. Our deaf students use this method in all situations when asked to access sound individually through a computer or device.

All ETAs have a 10" tablet to supplement teacher's presentations and display images/video of key vocabulary and concepts.

British Sign Language (BSL) sign video glossaries (e.g. Scottish Sensory Centre) are used to give signs to academic words that are not evident in everyday BSL.

Subtitles

Subtitles are important in giving deaf students access to audio visual material. However, it is also recognised that subtitles give increased access for all students and are proven to aid reading development. As such, a whole school approach is taken. Staff actively search for content that includes subtitles. Modern DVDs all contain subtitles and these should be accessed in the first instance. Where DVDs are not available, video clips found on the internet can be used. In searching for these, 'subtitles' as a keyword is included in the teacher's searches.

If written subtitles are not available, auto captioning is viewed prior to the video being shown to students. It is only used if the auto captioning is accurate

If it is not accurate but the video is felt to be important to student learning, two solutions are possible. Firstly, the video can be shown but with the audio turned off; the teacher providing their own commentary to the video. This is better than inaccurate subtitles because the student will receive an enhanced audio signal by having the teacher's voice through a radio aid. Secondly, the video can be passed to support staff and may be able to have subtitles added using Veed software.

Other software used to make learning more accessible to students is: Clicker 8, Docs Plus and Dragon Dictate.

All classrooms have a visualiser to provide instant access to physical material for more precise learning.

Access to the Curriculum

Measures are taken to ensure that where possible, students are given access to the GCSE curriculum. This is achieved through:

4. Mainstream teachers sharing their planning and lesson presentations with ETAs and Lead teachers prior to the lessons. This allows for pre-teaching, particularly of vocabulary, which aids the deaf student's access to the lesson.
5. If required, students may have catch up lessons taught by a lead teacher or advanced ETA to provide pre and post teaching.
6. There is regular communication between subject teachers and ETAs to ensure that information regarding pupil progress and differentiation needs are regularly shared.

It is recognised though that sometimes the best way to give students access to curricular content is to provide an alternative qualification that is more appropriately differentiated for their needs.

Current alternative qualifications offered are: AQA Step up to English, Pearson Functional Skills Entry Level, AQA Entry Level Mathematics, AQA Entry Level Science, OCR Entry Level Geography, ASDAN, Signature British Sign Language level 1, 2 and 3.

Online Learning

Measures are taken to ensure that students have access to learning from home.

Students are provided with a laptop if needed

Regular phone calls and video conferencing enables direct teaching. For deaf students, a deaf teacher and signer will also be available. All students have access to Google Classroom and TA support provides bespoke feedback and learning in line with mainstream activities.

The Google Classroom stream allows direct communication with students requiring additional support.

Bespoke online classrooms and online learning software is used to ensure all learning are met and gaps are avoided.

Link to accessibility features within Google Classroom - <https://blog.google/outreach-initiatives/education/classroom-accessibility/>
https://edu.google.com/intl/ALL_uk/why-google/accessibility/

Examinations

Students who require access arrangements for examinations benefit from:

Extra Time (25% +)

Scribe

Word processor
reader

Separate room

rest breaks

Dictation

Modified papers

Any other arrangement as needed (braille, practical support etc)

Physical Education

Mainstream PE lessons

We recognise that students like to take part in mainstream PE lessons with their peers and benefit from subject specialist teaching and taking part in large group sports.

All hearing technology is used in PE lessons i.e. hearing aids/cochlear implant speech processors and radio aids. This technology cannot get wet. To ensure that inclement weather does not disrupt deaf students' access to lessons students are encouraged to wear a cap to protect against the rain/wind, a small black fabric bag is carried by the ETA to go around the radio aid transmitter.

Cochlear implants (CIs) have an internal element implanted on the skull. This needs to be protected. This can limit the deaf student with a CI's access to PE lessons. In planning provision for students with a CI, it is important to take into consideration the opinions of the NHS and parents. It is Newsome's approach to allow students with CI as much access to PE as possible but they should not take part in contact sport that involves the use of the head e.g. tackling and scrum in rugby, heading the ball in football. However, we respect parents' opinions and adapt this approach where necessary.

Physiotherapy exercises that build core strength and develop balance are delivered. This aids students' physical development and ultimately aids their ability to access and achieve in mainstream PE lessons.

Students in resourced provision often have healthcare plans. These are shared with all staff and displayed in key locations around school. They are particularly relevant to PE staff and so the details of them are shared and discussed regularly.

Students have access to alternative and lightweight bats and balls
Lower target skills equipment for physically impaired students
Ramps for New Age Kurling and Boccia
3 sports wheelchairs
Wheelchair treadmills
Handbikes

Deaf Sport

Deaf students also enjoy taking part in sports with their deaf peers in other schools. This can help aid their access to sport in the longer term as it can help to build a sense of deaf identity and can lead to friendships and lifelong sporting opportunities.

Regular events entered are: National Deaf 5-a-side competition Royal School for the Deaf Derby; Yorkshire Deaf Athletics; North of England Deaf Boccia and the Panathlon Ten Pin Bowling competition for the Deaf.

These events have adaptations to aid deaf access e.g. the use of flags when refereeing in football.

Disability Sport

Students also take part in Disability Sport. Many of our provision students take part in Disability Sport as it is fun and helps build relationships with their peers.

Regular events entered are: SPIN (Sports programmes in Newsome) Panathlon; SPIN SEND 5-a-side Football; SPIN Goalball; SPIN Sportshall Athletics; SPIN Boccia; SPIN New Age Kurling; SPIN Leadership Academy; Kirklees Table cricket; SEN Sports Leadership training and an SEND girls football festival.

A wheelchair sports club is held every Tuesday. This allows all students to compete on an equal basis.

Access to communication

British Sign Language (BSL)

BSL is taught to all our deaf students. It is taught as the language of the deaf with the intention that students can be bilingual if they choose to be. It is also recognised that for some deaf students it will be their first language.

BSL is also taught as it aids deaf students' access to all lessons. When listening to a teacher using spoken English, it can benefit many deaf students to see the speech also represented in a visual language. BSL is also very useful in teaching vocabulary. Many BSL signs

are iconic, this means they visually represent the meaning of the word. This aids understanding and memory and helps to boost vocabulary retention.

BSL is therefore present throughout school. Deaf students are encouraged to sign when communicating together, either in BSL or Sign Supported English (SSE) to ensure that every deaf student has full access to the conversation. Hearing students, particularly the peers of deaf students, are also taught to sign. This helps bring inclusivity for the deaf student.

Speech and Language Therapy

All deaf students in resourced provision have regular speech and language therapy. This helps to build their auditory memory, develop their listening skills and boost their language levels so that they have greater access to the teacher's speech. It also improves their speech production, improving their access to conversations.

Accessibility to the building

Site - exterior

Four disabled parking spaces at front (2 near main entrance and 2 near the courts), two at the side-

The site provides level access to outdoor sports courts

All entrances/exits are at a level access

Direct access to provision units for students arriving on school transport

Site - interior

All classrooms are accessible to students via lift access

Sports hall, dance studio, gym, changing areas are all fully accessible

All social areas/ library are fully accessible

Dining areas are fully accessible

Lecture theatre accessible via lift

Adapted chairs in classrooms for students

Provision Areas

6 accessible toilets, 5 with hoisting facilities, 4 with changing beds and 2 with shower facilities; 3 height adjustable sinks; step box for access; overbed

Fully accessible physio base with hoist, 2 therapy beds and level access to quad area; includes a range of physio equipment

PI 1 - fully accessible classroom, hoist, height adjustable tables for learning and ICT and height adjustable sink

PI 2 - fully accessible classroom with accessible, height adjustable tables for learning and ICT and height

Height adjustable tables and pastorally supportive stools in 3 Science rooms and food tech rooms

Step boxes for students of smaller stature

Adapted cutlery and bowls to encourage independence at meal times

Accessible kerb ramp

The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages. Any third-party involvement will be asked to adhere to the relevant accessibility requirements already demonstrated in school.

4. Monitoring arrangements

This policy will be reviewed **every 3 years** by the Operations Director and respective Academy Principal. At every review, it will be approved by the full trust board.

5. Links with other policies

5.1 This accessibility plan is linked to the following Trust policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils/students with medical conditions policy

Sign off	
Adopted by IMPACT Trust Board on:	Monday 7 February 2022
Chair of IMPACT Trust Board:	M Reddy
IMPACT Board Trustee:	
Next Review Date:	February 2025