



# Cheviot

## Learning Trust

<b>Name of Policy</b>	Accessibility Plan – Newminster Middle School
<b>Responsible Body</b>	Trust
<b>Review Committee</b>	Board
<b>Named Person(s) Schools</b>  <u>School SENDCo:</u>  • Newminster – J Hamilton	<b>Named Person(s) Governance</b>  <u>School Governing Board Link:</u>  • Newminster – S Macmillan
<b>Last review date</b>	<b>Spring 2025</b>
<b>Next review date</b>	<b>Spring 2028</b>
<b>Revisions</b>	

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# **Cheviot Learning Trust Accessibility Plan**

## **School:**

### **1. Statement of intent**

This plan outlines the actions that schools within the Cheviot Learning Trust will take to improve access to education for students with disabilities, focusing on the three key areas outlined in the Equality Act 2010: the curriculum, the physical environment, and accessible information.

Under the Equality Act, a disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The objectives of this plan are to:

- Increase the participation of students with disabilities in the curriculum.
- Improve the physical environment of the school to better support students with disabilities in accessing education, services, and facilities.
- Enhance the availability of accessible information for students with disabilities.

These objectives will be implemented within a reasonable timeframe, taking into account the specific needs of students with disabilities, as well as the views of parents and students. In creating an accessibility strategy, the Local Authority will allocate appropriate resources to ensure successful implementation.

The Trust governing board also acknowledges its responsibilities toward employees with disabilities and will:

- Monitor recruitment processes to ensure equal opportunities for individuals with disabilities.
- Provide necessary support and accommodations to enable employees with disabilities to perform their roles effectively.
- Make reasonable adjustments to ensure staff can access the workplace without barriers.

Each school's accessibility plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents
- The headteacher and relevant staff members
- Governors
- External partners

## **2. Trust Vision**

Driven by our core values of innovation, respect, cooperation, and excellence, our Trust is committed to providing every pupil with Special Education Needs and Disabilities (SEND) the support they deserve. We embrace creative solutions, foster a culture of mutual respect, work together to create inclusive environments, and uphold the highest standards to ensure every learner can achieve their full potential.

The Trustees believe that all pupils, regardless of ability and behaviour, are valued equally. Pupils with special educational needs and/or disabilities (SEND) are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

## **3. Legal Framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

#### **4. Roles and Responsibilities**

The **Trust Lead for SEN** will be responsible for:

- Overseeing the implementation of accessibility plans across schools in Cheviot Learning Trust.
- Ensuring compliance with legal requirements, identify barriers to access, and develop strategies to make schools inclusive for students with special educational needs or disabilities.
- Working closely with school leaders, parents, and external agencies, monitor progress, manage resources, and report to the Trust Board to ensure the effectiveness of the accessibility plans.

Each school's **governing board** will be responsible for:

- Ensuring that all accessibility planning aligns with and reflects the principles outlined in this plan.
- Approving the plan before its implementation.
- Monitoring the progress of the plan.

The **headteacher** will be responsible for:

- Ensuring that staff are informed about students' disabilities and medical conditions.
- Identifying any new students with disabilities or medical conditions that the school should be aware of.

- Consulting with relevant experts when challenging situations regarding students' disabilities arise.
- Collaborating with the governing board, Local Authority, Trust Lead for SEN and external agencies to develop and implement the school's Accessibility Plan effectively.

The **SENCO** will be responsible for:

- Collaborating with the headteacher and governing board to ensure appropriate support for students with SEND.
- Overseeing the needs of SEND students and advising the headteacher on these needs as necessary.

**Staff members** will be responsible for:

- Following this plan consistently.
- Supporting disabled students to access their environment and education, including making reasonable adjustments to their practice where needed.
- Ensuring their actions do not discriminate against any student due to their disability.

## 5. Action Plan

Aim	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
To increase access to the curriculum for pupils with a disability	<b>1. Identify and implement appropriate adaptations and support strategies</b> to ensure pupils with disabilities can fully participate in all areas of the curriculum.	<p>Conduct an accessibility audit of the curriculum, classroom environments, and teaching materials to identify barriers to learning.</p> <p>Work with SEND staff, parents / carers and external agencies (as appropriate) to ensure that accessibility arrangements are fully outlined on SEND Pupil Profiles.</p> <p>Monitor and review the effectiveness of adaptations regularly, adjusting provision based on pupil progress and feedback.</p>	<p>Headteacher and Curriculum Leaders</p> <p>Assistant Head – SENDCo</p> <p>Headteacher and SENDCo</p>	<p>Autumn Term - annually</p>	<p><b>Accessibility audit has been completed</b> (across the curriculum and with potential barriers clearly identified)</p> <p><b>SEND Pupil Profiles are in place, referencing accessibility arrangements</b> and shared as appropriate</p> <p><b>Accessibility arrangements in place are having a positive impact</b> on engagement, participation and progress</p>
	<b>2. Enhance staff knowledge and confidence</b> in differentiating teaching and learning to meet the diverse needs of pupils with disabilities.	<p>Deliver updated training on inclusive teaching strategies and reasonable adjustments.</p> <p>Share best practice resulting from Inclusion focussed learning walks</p>	<p>Deputy Headteacher</p> <p>Deputy Headteacher and Curriculum Leaders</p>	<p>Termly review</p> <p>Termly</p>	<p><b>Teaching and support staff have undertaken updated training</b> focused on inclusive teaching strategies and reasonable adjustments.</p> <p><b>Best practice examples</b></p>

		<p>Evaluate staff confidence and competence through feedback surveys and reflective discussions to inform future training.</p>	<p>Headteacher and Assistant Head – SENDCo</p>	<p>Summer Term annually</p>	<p><b>from inclusion-focused learning walks</b> are shared across curriculum areas, year groups and classes</p> <p><b>Learning walks and work samples</b> show consistent implementation of inclusive practices.</p> <p><b>Opportunities for ongoing CPD (focussed on inclusion) are informed by staff feedback and student outcomes</b>, so that training remains responsive to changing student needs.</p>
To Improve and maintain access to the physical environment	<p><b>Identify and address physical barriers within the school environment</b> to ensure that all pupils, staff, and visitors with disabilities can move safely and independently around the site.</p>	<p>Conduct an accessibility audit of the school site.</p> <p>Consult with students, parents/carers and staff to identify any additional physical barriers or challenges.</p> <p>Prioritise and implement necessary modifications (cross reference with the school condition survey)</p> <p>Review emergency</p>	<p>SBM and Headteacher</p> <p>Assistant Head – SENDCo and Deputy Head (SEND and PP review meetings)</p> <p>SBM and Headteacher</p> <p>Headteacher with SLT</p>	<p>Autumn and Spring Term – annually (via 1:1 SEND and PP meetings)</p>	<p><b>Site accessibility audit is completed</b> and documented, with identified barriers clearly recorded.</p> <p><b>Required modifications are prioritised and implemented</b> within agreed timescales.</p> <p><b>Emergency evacuation / invacuation and lockdown procedures accommodate all</b></p>

		evacuation / invacuation and lockdown procedures to ensure they are safe and accessible for all.			students / adults with disabilities, with successful practice drills completed.
	<b>Ensure ongoing maintenance and development of accessible facilities</b> to sustain compliance with accessibility standards and meet the changing needs of students / adults with disabilities.	<p>Review the school maintenance schedule for all accessibility features currently in place.</p> <p>Monitor and address any reported issues promptly to prevent deterioration of access (via facilities reporting helpdesk).</p> <p>Incorporate accessibility considerations into all maintenance and refurbishment projects.</p> <p>Keep an up-to-date record of all accessibility improvements and ongoing maintenance activities.</p>	SBM and Site / Caretaking Staff	As per the annual maintenance schedule	<p><b>All accessibility features are fully functional</b> and regularly maintained.</p> <p><b>Reported access issues are resolved promptly</b>, with documented evidence of action taken.</p> <p><b>Ongoing maintenance and refurbishment projects meet accessibility standards</b> and best practice guidelines.</p> <p><b>The school maintains a current and comprehensive record of all accessibility measures</b> and improvements.</p>
To improve the delivery of information to pupils with a disability	<b>Implement a range of appropriate communication methods (in response to individual needs)</b> (visual, auditory, and tactile) across lessons, assemblies, and school communications	<p>Audit current communication methods to identify gaps in accessibility for students with disabilities.</p> <p>Utilise alternative communication formats</p>	Assistant Head - SENCo  Office staff, teaching staff, support staff	<p>Summer term annually - in line with transition arrangements</p> <p>Ongoing</p>	<p><b>Communication accessibility audit completed</b> and demonstrates a reduction in communication barriers.</p> <p><b>All students understand</b></p>

	<p>to ensure all students with disabilities can access key information.</p>	<p>e.g. visual cues, symbols, captioning, sign language, and tactile resources where appropriate.</p> <p>Ensure key messages (e.g., instructions, announcements, safety information) are consistently delivered in multiple formats.</p> <p>Provide staff with guidance and examples of using varied communication methods effectively.</p>	<p>SLT, SBM</p> <p>Deputy Head, Assistant Head SENCo</p>	<p>Ongoing</p> <p>Summer Term</p>	<p><b>instructions and key messages</b> more consistently.</p> <p><b>Staff utilise multiple / varied communication methods</b> in lessons and assemblies.</p> <p><b>Staff are confident in delivering information inclusively</b> and to the benefit of all.</p>
	<p><b>Review and adapt school-wide information systems</b> (timetables, instructions, notices, digital platforms) to ensure clarity, consistency, and accessibility for pupils with disabilities.</p>	<p>Evaluate current information systems (timetables, notices, digital platforms) for accessibility and clarity.</p> <p>Redesign or adapt systems to be more inclusive (e.g., language, layouts, format etc).</p> <p>Develop guidance for communicating changes and updates to pupils in accessible formats e.g. changes to the school day.</p>	<p>Assistant Head – SENCO</p> <p>Headteacher, SENCO</p> <p>Headteacher, SENCO</p>	<p>Throughout the year as per licence renewal dates</p> <p>Throughout the year as per changes to the digital formats</p> <p>Summer Term</p>	<p><b>School communications (digital and physical) meet accessibility standards</b> and best practice.</p> <p><b>Students with disabilities can be independent</b> in accessing timetables, instructions, and notices.</p> <p><b>Positive feedback from students, parents, and staff</b> shows improved clarity and understanding of school information.</p>

		Monitor and review the effectiveness of adapted systems through pupil feedback.	Deputy Head	Throughout the year via student voice activities	<b>Ongoing monitoring</b> ensures that new information or system changes remain accessible.
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## 6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by headteacher.

It will be approved by the school governing body.