

Accessibility Plan

Version 2

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Introduction

Studio West is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.

This Accessibility Plan covers the 3 year period from September 2023 to September 2026. The plan considers provision for disabled pupils in compliance with Schedule 10 of the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- **They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities**

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Contextual Information

Studio West is based in the west end of Newcastle. The building was a former secondary school which was refurbished in 2014 for the opening of the Studio School. We are compliant DDA compliant in key areas of the building, with minimal areas which are not accessible by disabled or wheelchair users. Student and staff timetables are created with this in mind. Studio West's external areas including roadways, footpaths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets as well as lifts providing access to most areas. All relevant students and staff with disabilities have a personal evacuation plan. Studio West is actively improving accessibility for children, young people and visitors as, and when, building schemes are considered and completed. We provide all children and young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people.

Studio West recognises their duty under the Equality Act (2010). The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

It is a requirement that the schools' accessibility plan is resourced, implemented, reviewed

and revised as necessary and reported on annually. Attached to this plan is a set of section plans showing how the school will address the priorities identified in the plan.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Studio West for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral formats and access to assistive technology. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Studio West.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Management

Accessibility action planning forms part of Studio Wests' annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review Studio Wests' policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review Studio Wests' Accessibility ActionPlan.
- To continue to review Studio Wests' SEND Policy.

Monitoring

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- KS4 option choices
- Post-16 destinations

Teaching and Learning Support

As set out in the SEND Policy, Studio West has:

- Learning Support (SEN) team who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
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Studio West has procedures for dealing with accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the School, as soon as is reasonably possible, by considering and making available:

- Appropriately modified resources and materials
- Appropriately modified teaching approaches
- The use of ICT aids where appropriate
- Personalised provision and support

Other related Studio West Policies

Equality for disabled children and young people is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policies
- School Improvement Plan
- Policy for School visits and excursions
- SEND Policy
- SEND Information Report

The School Accessibility Plan and Statement of Intent is found in Appendix 1 of this document.

Appendix 1 Contents:

1. Statement of intent
2. Planning Duty 1
3. Planning Duty 2
4. Planning Duty 3

Statement of intent

This plan outlines the proposals of the governing body of Studio West to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the curriculum;
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of students
- Employees
- Governors
- External partners

Signed by:

Planning Duty 1

	Target	What	Who	When	Outcome criteria	Review
Short term	Staff members are fully aware of the additional needs of all students with SEN	Audit of Class Charts - each pupil's individual learning plan	SENCO and Lead TA	September 2023	All staff at Kenton are aware of the additional needs of students on the SEND register and make appropriate adjustments to their practice to meet them	Ongoing, September 2026
Medium term	Schemes of work are appropriately designed to meet the needs of SEND learners	Students with the highest level of SEND need are planned for effectively	Directors/HoDs/SENCO/Teachers	September 2023	Curriculum departments create schemes of work which have a 'SEND Tier', differentiated to meet the needs of all students	Ongoing, September 2026
Long term	Students with SEND can access lessons, with success, to reach their full potential.	A graduated response to support individual need through: Quality First Teaching, LSA support, targeted intervention, specialist input.	Directors/HoDs/SENCO/Teachers	September 2023	Students with SEND continue to access lessons and have appropriate support.	Ongoing, September 2026

Planning Duty 2

	Target	What	Who	When	Outcome	Review
Short term	The school's physical environment is accessible.	Audit of all buildings within the Academy's estate to ensure that they are accessible.	Operations Manager	September 2023	The school is aware of any accessibility gaps within the estate and this is taken into consideration when planning the location for the delivery of the curriculum to meet the needs of SEND students.	Ongoing, September 2026
Medium term	There toilets of the school building are fully accessible.	Handrails installed, designated access toilets for staff, students and visitors.	Operations Manager	September 2023	Access toilets are available and readily accessible to staff, students and visitors.	Ongoing, September 2026
Long term	Students with physical disabilities can access school buildings	Review of School estate and maintenance of lift facility.	Operations Manager	September 2023	School buildings are fully accessible.	Ongoing, September 2026

Planning Duty 3

	Target	What	Who	When	Outcome criteria	Review
Short term	Academy information is accessible.	Audit of information delivery procedures.	Principal/SENCO	September 2023	The Academy is aware of accessibility gaps to its information delivery procedures and has filled those gaps	Ongoing, September 2026
Medium term	Written information is accessible to students with visual impairments	Audit the needs of those students / staff with visual impairments and seek advice on the appropriate aids to assist them.	Principal/SENCO/HR/Operations Manager	September 2023	Written information is fully accessible to students and staff with visual impairments.	Ongoing, September 2026
Long term	Academy website is accessible to children with SEND.	Audit of Academy website.	Principal/SENCO	September 2023	Website is fully accessible.	Ongoing, September 2026

