

Accessibility Plan 2026-27

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Introduction

North Gosforth Academy 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.

North Gosforth Academy is committed to creating an inclusive environment where all pupils can participate fully in academy life, achieve their potential and develop the skills, confidence and independence required for adulthood. Accessibility is viewed as a whole-school responsibility and forms an integral part of the Academy's strategic planning, school improvement priorities and commitment to equality of opportunity.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010), Children and Families Act (2014), Public Sector Equality Duty (PSED) 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

80% of North Gosforth Academy is at ground level and there are several ramped entrances to the two separate buildings as well as accessible toilets. The West Wing block is completely wheelchair accessible including a platform lift to the 1st floor rooms and disabled facilities. The East Wing to the main building has a platform lift for the 1st floor classrooms. There are 9 classrooms that cannot be accessed by wheelchair in the main building. However, timetabling arrangements are regularly reviewed where necessary to ensure pupils with mobility difficulties can access their learning without disadvantage. There is disabled parking available and all of the outside sports facilities are accessible, as are the Sports Hall and Gym.

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.

North Gosforth Academy recognises our 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 an Academy 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).

The Trustees have the duty to publish Accessibility Strategies and Plans.

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 North Gosforth Academy for the purpose of increasing the extent to which disabled children and young people can 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 SEND 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 SEND and disabled children and young people. 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 North Gosforth Academy.
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 SEND advisers, and appropriate health professionals from the NHS Trusts.

Our priorities:

Strategic Objective	Key Actions	Lead	Timescale	Success Criteria
Ensure all pupils can access and participate fully in the curriculum	Embed adaptive teaching, reasonable adjustments and accessible learning resources across all curriculum areas. Deliver ongoing staff training and quality assurance.	SENDCo / SLT	Ongoing	Pupils with disabilities and SEND make expected progress, report positive experiences of learning and can access the full curriculum.

Promote equality of opportunity and meaningful participation in academy life	Remove barriers to participation in enrichment, educational visits, leadership opportunities, careers education and extracurricular activities.	SENDCo / Pastoral Team / SLT	Ongoing	Pupils with disabilities participate fully in wider school life and experience equitable opportunities alongside their peers.
Maintain and develop an accessible physical and digital environment	Conduct regular accessibility audits and consider accessibility within all premises developments, technology implementation and resource allocation decisions.	Site Manager / Trust Estates Team / SLT	Annual Review	The environment remains responsive to changing needs and identified barriers are addressed promptly.
Develop independence, confidence and preparation for adulthood	Promote self-advocacy, independence and access to appropriate support, careers guidance and transition planning.	SENDCo / Careers Lead	Ongoing	Pupils develop greater independence, can communicate their needs effectively and are well prepared for their next stage of education, employment or training.
Strengthen stakeholder engagement and continuous improvement	Seek and respond to the views of pupils, parents, carers and external professionals when reviewing accessibility arrangements and determining future priorities.	SENDCo / SLT / Governors	Annual Review	Accessibility priorities are informed by stakeholder feedback and demonstrate continuous improvement over time.

Management

Accessibility considerations will be embedded within key strategic decisions relating to curriculum design, staffing, staff development, technology, educational visits, resource allocation and premises development. The Academy will take a proactive approach to identifying and removing barriers to participation, achievement and inclusion. Accessibility action planning forms part of North Gosforth Academy's annual development planning and 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 North Gosforth Academy's 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 North Gosforth Academy's Accessibility Action Plan.
- To continue to review North Gosforth Academy's SEND Policy.

Progress against the Accessibility Plan will be reviewed annually by the Headteacher, SENDCo and Trustees/Governing Body and reported through the school's quality assurance processes.

Monitoring

Monitoring is essential to ensure that children and young people with SEND and disabilities are fully able to access the curriculum. Similarly, the Academy will ensure disabled pupils have equal access to all aspects of school life, including trips, visits, enrichment activities, leadership opportunities and careers education.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Behaviour, Rewards and Sanctions
- KS4 option choices
- Post-16 destinations
- Participation in extracurricular activities
- Student voice
- Parent feedback

North Gosforth Academy will seek the views of pupils, parents and carers with disabilities when reviewing accessibility arrangements and identifying future priorities.

The Academy will undertake regular accessibility audits of the site to identify barriers to access and inform future premises development plans. Equally, digital learning platforms, online resources and school communications will be reviewed to ensure they are accessible for pupils, parents and carers with disabilities.

Monitoring information will be analysed to identify trends, emerging needs and any inequalities in outcomes for pupils with disabilities. This information will be used to inform future provision, strategic planning and resource allocation.

Teaching and Learning Support

As set out in the SEND Policy, North Gosforth Academy has:

- Learning Support teams 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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- Staff receive regular training and updates in relation to SEND, disability awareness, reasonable adjustments, adaptive teaching and accessibility requirements.

North Gosforth Academy 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 Academy, as soon as is reasonably possible, by considering and making available:

- Information in accessible formats where required, including large print, coloured overlays, electronic formats, simplified language, visual supports and translation services where appropriate.
- Appropriately modified teaching approaches, the use of ICT aids where appropriate, personalised provision and support.
- Personal Emergency Evacuation Plans (PEEPs) will be developed where required to ensure the safety of disabled pupils, staff and visitors during emergency situations.

The Academy recognises the importance of partnership working and will seek the views of pupils, parents, carers and external professionals when evaluating accessibility arrangements and identifying future priorities for development.

The Academy is committed to ensuring that pupils with disabilities and additional needs are able to participate alongside their peers in all aspects of learning and wider school life through high-quality inclusive practice, reasonable adjustments and targeted support where required.

Other related North Gosforth Academy Policies

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

- Equality and Diversity Policy
- Equality Action Plan
- Administration of Medicines Policy

- Admissions Policy
- Behaviour Policy
- Safeguarding Policy
- Academy Improvement Plan
- SEND Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy
- Health and Safety Policy
- Complaints Policy