



**Sacriston
Academy**

Accessibility Policy

**Review date: September 2025
Date of next review: September 2027**



**North East
Learning Trust**

Review history

| Review Date | Reviewer | Approved by | Date approved | Implementation |
|----------------|----------|--------------|----------------|------------------|
| September 2022 | D Taylor | Headteacher | July 2022 | 1 September 2022 |
| September 2025 | L Parks | Executive HT | September 2025 | September 2025 |

Recent revisions

| Issue No. | Date | Revisions made |
|-----------|----------------|---|
| 2 | September 2025 | Policy updated and restructured. Actions updated following accessibility audit. |

1. Mission Statement

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

Sacrison Academy is part of the North East Learning Trust and both are aware of the general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimization, and other conduct that is prohibited under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

In addition, all schools are required under the Equalities Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their age, education,

physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion. We have included a range of stakeholders in the development of this accessibility plan. The plan covers the period from: September 2025 to September 2028.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

At Sacriston Academy, we are committed to developing a culture of inclusion, support, and awareness within the school. We work to eliminate all forms of discrimination. This accessibility plan contains relevant actions to ensure access is provided for disabled pupils, staff and visitors in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

2. Aims

The Accessibility Plan contains relevant actions to:

- Improve awareness of Equality and inclusion
- Improve access to the physical environment of the school, adding specialist facilities or equipment as necessary.
- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Improve the delivery of written information to pupils, staff, parents/carers, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and any events. The information should be made available in various preferred formats within a reasonable timeframe.
- Work with appropriate organisations to ensure accessibility is appropriate for all students, staff, and visitors.

3. Links with other Policies

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents and strategies.

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Behaviour policy
- Complaints procedure

4. Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments, and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

All pupils are given the opportunity to participate in a range of in - class and extra - curricular activities where appropriate. Adjustments are made to allow participation where practicable. Access to all areas of the school is good as most areas have wheelchair access; disabled pupils have the use of lifts and accessible toilets are available.

Curriculum Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. For example, additional practical aids including access to IT, alterations in delivery and access to assessment aids.

5. Information

As most information is directed home via pupils and e-mails, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved.

6. Access Audit

Sacriston Academy comprises two one-story buildings with one building having an upstairs staff room. The buildings have wide corridors and several access points from outside. Each building has 1 accessible toilet. There are PEEPs in place for those that require them – both staff and students. All the accessible toilets are fitted with a handrail and a pull emergency cord. The two halls are accessible by wide corridors. All area accessible to all. There is also full building signage, classroom signage, accessible toilet signage and emergency exit signage.

At Sacriston Academy there is on-site car parking for staff and visitor which includes space for dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The main building and reception area benefits from a hearing loop system. All resources are accessible and where relevant we provide large print resources and pictorial or symbolic representations.

7. Action Plan September 2025-August 2028

Increase access to the physical environment

| Aim | Actions | Timescales | Desired Outcome |
|--|--|------------|---|
| Any pupil with a disability will have access to the full school environment | Over time, ensure that any adjustments made to the school environment are compliant with equalities and legislation and improve building accessibility | Ongoing | Any repairs or improvements to the building support the aim of full accessibility for disabled pupils, staff and visitors |
| Visitors to the school will have access to accessible parking and clearly signed directions to an easily accessible, | Over time, ensure that any adjustments made to the school environment are compliant with equalities and legislation and improve building accessibility | Ongoing | Any repairs or improvements to the building support the aim of full accessibility for disabled pupils, staff and visitors |

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| staffed reception area | | | |
| In the event of any building works, all corridors and emergency evacuation routes will be obstacle-free | Maintain clear corridors and emergency evacuation routes | Ongoing | All corridors and evacuation routes be fully accessible to all pupils, staff and visitors at all times. |
| Any pupil with a disability to have full access to ramps, lifts and automatic doors allowing freedom of movement around the site | Install and maintain ramps, lifts, handrails and automatic doors where required an in line with ongoing building repairs and maintenance | Ongoing | Any improvements or replacements requirements are made in line with the aim of the accessibility policy |
| When considering refurbishments to the building, provide an increased number of accessible toilets and hygiene facilities throughout the school and when making replacements, do so in consideration of this policy | <p>Ensure toilets and other facilities are maintained and accessible</p> <p>Review signage and when replaced, replace with tactile signage as appropriate</p> <p>Liaise with Durham LA for repositioning of litter bin on corner of footpath which restricts access</p> <p>Review car parking surfaces and use findings to increase accessibility</p> <p>Clearly visible glass door and stair level signage for students, staff and visitors with sight</p> | Ongoing | The building will become increasingly accessible over time. |

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| | impairments when replaced. | | |
| Ensure seating in waiting areas is designed for ease of use | When replacing furniture, ensure ease of use has been considered | Ongoing | Furniture in waiting areas will be easy to use for disabled stakeholders |
| If needs arise, seating in corridor areas will be installed and accessible if required by pupils, staff or visitors. | Seating will only be available in corridors that are wide enough to maintain safe and unobstructed passageways. | Ongoing | Seating provided to pupils, staff and visitors who require rest breaks when moving around the site. |

Increase access to the curriculum

| Aim | Actions | Timescales | Desired Outcome |
|--|--|---------------------------|--|
| The curriculum will be fully accessible to disabled pupils | Seek advice from specialist advisory teachers; CPD for all staff Access to additional practical aids and access to alternative assessment arrangements to be in place as appropriate | Ongoing dependent on need | The curriculum and its assessment will be fully accessible to disabled pupils |
| Wherever possible, classrooms will be fully accessible for any pupil with a disability enabling access to all curriculum aspects | Arrange furniture and classroom layouts to allow wheelchair access as required. | Ongoing dependent on need | Wherever possible, classrooms will be easily accessed by pupils with a disability. Any changes to fixed furniture to support the accessibility policy. |

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| Classrooms, wherever possible, to have desks and seating that are fully accessible for any pupil with a disability as required | Ensure accessible furniture is available if required. | Ongoing dependent on need. | Where possible, pupils will have full use of accessible desks and seating. |
| Learning materials to be fully accessible to all pupils. | Provide access to educational aids to maximise learning opportunities as required. | Ongoing dependent on need. | All pupils will be fully supported to enable them to fully access the curriculum. |
| A changing area to be fully accessible to wheelchair users | Ensure an accessible space is available as required. | Ongoing dependent on need. | All pupils will be fully supported to enable them to fully access all aspects of the curriculum. |

Improve the provision of information

| Aim | Actions | Timescales | Desired Outcome |
|---|--|------------|--|
| To increase accessibility of information shared with stakeholders | Evaluate how accessible information is to parents/carers and pupils and use the findings to make necessary adjustments | Ongoing | Information shared becomes more accessible for all |
| To ensure staff are fully trained in effective communication techniques | Provide staff with training so they are clear in communication strategies and awareness of accessible formats. | Ongoing | Effective communication between school and disabled stakeholders. |
| Action feedback from students, pupils and staff to improve | Review methods to ensure lines of communication are open | Ongoing | To continually improve communication to ensure all accessibility needs are met |

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| information accessibility. | between school and stakeholders. | | |
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The action plan for physical accessibility relates to the access audit of the school, which is undertaken regularly by the Trust.