

CALLERTON ACADEMY

ACCESSIBILITY PLAN

Introduction

Callerton 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.

This accessibility plan reflects the Academy's anticipatory duties under the Equality Act 2010, and is reviewed annually to ensure continued compliance with statutory guidance and evolving pupil need.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, updated September 2024). 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) defines a disabled person as someone who has a physical or mental impairment which has a **substantial and longterm adverse effect** on their ability to carry out normal day-to-day activities. "Substantial" means more than minor or trivial, and "longterm" means lasting, or likely to last, for 12 months or more.

Physical or mental impairments may include sensory impairments, physical disabilities, learning difficulties and longterm medical conditions. Not all disabled children and young people have SEND; however, where a disabled pupil requires special educational provision, they will also be identified as having SEND.

Contextual Information

Callerton Academy, currently housed in a temporary building in the centre of Newcastle upon Tyne, takes proactive steps to meet its duties under the Equality Act 2010 and continually reviews accessibility arrangements to respond to the needs of its current and prospective pupils. The school entrance has ramp access and there are accessible toilets. 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.

Callerton Academy recognises its 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). This duty is **anticipatory**, meaning the Academy plans in advance to remove barriers and does not wait until a disabled pupil is on roll before making adjustments.

The Academy governors have a 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 Callerton Academy, 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, through the use of technology, pictorial, oral or Braille formats, where necessary. Classroom organisation is planned to maximise learning opportunities and increase the extent to which disabled children and young people can participate in the curriculum at Callerton 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 SEN advisers, and appropriate health professionals from the NHS Trusts.
4. Written information will be provided in a range of accessible formats required, including large print, simplified language, visual supports or assistive technology, in consultation with pupils and parents/carers.

Management

Accessibility action planning forms part of Callerton Academy's 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 Callerton 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 Callerton Academy's Accessibility Action Plan.
 - To continue to review Callerton Academy's SEND Policy.
 - Responsibility for oversight of this Accessibility Plan sits with the Academy's senior leadership team and governing body, and progress against accessibility priorities is reviewed at least annually.

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
- Behaviour incidents and exclusions
- Participation in trips, enrichment and extracurricular activities
- Pupil voice and parent feedback relating to accessibility

Teaching and Learning Support

As set out in the SEND Policy, Callerton Academy has:

- Learning Support (SEND) teams who support pupils with a range of learning difficulties and disabilities, enabling access to the curriculum through targeted strategies and reasonable adjustments.

Callerton 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, in line with the Academy's **anticipatory responsibilities** under the Equality Act 2010. 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 Callerton Academy 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:

- Gosforth Group's Equality and Diversity Policy
- Disability Equality Scheme
- Callerton Academy's Teaching and Learning Policy
- Callerton Academy's Supporting Children's Medical Needs Policy
- Callerton Academy's Admissions Policy
- Callerton Academy's Behaviour and Rewards Policy
- Callerton Academy's Safeguarding and Child Protection Policies
- Academy Improvement Plan

- Gosforth Groups' Educational Visits Policy
- Callerton Academy's SEND Policy
- Callerton Academy's SEND Information Report

These policies collectively support the Academy's commitment to inclusion and accessibility and are reviewed to ensure consistency with this Accessibility Plan.

Date approved: Jan 2026

Signed:

Date to be reviewed: Jan 2027