



Unique learners. Limitless learning.

Newton Bridge Academy is an all-needs specialist school and consists of two sites located in Grantham, Lincolnshire – Newton East Site and Newton West Site.

Our Mission Statement

'Unique learners. Limitless learning.'

We see every member of our school community as a **'unique learner'** capable of **'limitless learning'**, through the acceptance and celebration of diversity, pupils' rights and the belief that all children and young people can learn, achieve and fully participate in school and wider community life, whatever their circumstances.

We are committed to a 'strengths not deficit' based approach to understanding and exploring learning 'differences' rather than learning 'difficulties', and in doing so we place the unique talents and abilities of every pupil at the heart of what we do, celebrating progress and success in all its forms.

Newton Bridge Academy Accessibility Plan

At Newton Bridge Academy we strive for equality and aim to provide a welcoming and accessible environment which values and includes all pupils, staff, parents / carers and visitors. We are committed to challenging negative attitudes and perceptions about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We aim to realise this by:

- Improving the educational experiences of all our pupils and by recognising and celebrating the achievement of both staff and pupils.
- Providing a stimulating learning environment in which the team of highly skilled staff deliver quality, well-resourced teaching to meet the needs of all pupils.
- Working in partnership with CIT, local authorities, parents / carers, Trustees, members of the Local School Board, employers, stakeholders and the wider community.



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- Valuing the entire school community, promoting well-being and encouraging spiritual, moral, social and cultural development in an atmosphere that fosters the growth of respect and responsible behaviour.
- Ensuring a safe, secure and supportive environment that allows pupils to become more independent and resilient, where they can be happy and enjoy learning.

Our culture

- A shared belief that all learners are unique, have individual strengths and talents, and have an equal right to the best education and care that can be provided.
- A learning and working environment where all members of our community are respected and valued, and where all steps of progress and achievements are celebrated.

This plan sets out the proposals of the Local School Board of Newton Bridge Academy to increase access to education for disabled pupils, in accordance with the Disability Discrimination Act 2001, the Equality Act 2010 and the SEND code of practice 2015 in three areas:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the availability of accessible information for disabled pupils, and where necessary their parents and carers.

This plan will be reviewed annually and updated every three years.

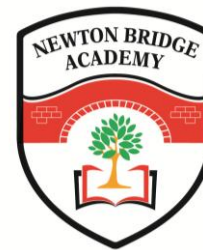
Increase the extent to which disabled pupils can participate in the school curriculum

- Newton Bridge Academy adopts a quality teaching first approach; the need for differentiation is continually emphasised and teachers' responsibilities for inclusion are reinforced.



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- Through robust administration systems and admission / transition processes, key pupil information is sought upon entry to the school, thus enabling individual pupil needs to be identified and met effectively.
- The accreditation routes offered to pupils in Key Stage 4 and Post 16 reflect the diverse range of abilities and needs amongst our pupil population. This includes GCSE qualifications, entry level qualifications, Functional Skills qualifications, the Arts Award, WJEC accreditation in various subjects, a range of ASDAN programmes and the Duke of Edinburgh's Award.
- Where needed, reasonable adjustments are made to ensure that all pupils can attend school and have access to a suitable, responsive and developmentally appropriate curriculum. Newton Bridge Academy offers an education that is tailored to individual need and ability through each pupil's Individual Progress Plan (IPP). IPPs are directly linked to the outcomes identified in each pupil's Education, Health and Care Plan (EHCP) and contain specific targets to promote each pupil's intellectual, social, emotional and physical development
- Where appropriate and relevant, members of the senior leadership, management or safeguarding team will undertake transition work to support pupils who have missed a period of school back into education. In instances where the need for a change in educational provision becomes evident, senior leaders will support the pupil and their family with this, in partnership with multi-agency colleagues and SEND Caseworkers.
- Staff at Newton Bridge Academy often work as part of a broader multi-disciplinary team around the pupil; advice is sought from these professionals in order to support pupils as appropriate.
- Staff at Newton Bridge Academy share expertise within the school and with external professionals to meet individual pupil need. This can be done informally in meetings or as part of a broader package of training.
- Pupil voice is sought routinely and acted upon at Newton Bridge Academy. There is an active school council and pupils are involved in school development planning and key decision making. Where possible, pupils are involved in their annual reviews and other meetings if appropriate.



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- Specialist equipment and resources, therapeutic intervention work and staff support is employed thoughtfully across the school to improve participation and access to the curriculum for all pupils.
- Physical aids to support participation will be made available if required. Such aids might include specialist ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, enlarged font and photocopying, specialist desks, chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and other specialist seating.
- All pupils are entitled to participate fully in the broader life of the school; therefore, risk assessments and accessibility plans are considered and completed for extra-curricular activities and off-site visits.

Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Newton Bridge Academy consists of two sites – Newton East Site and Newton West Site. Our Early Years Foundation Stage (EYFS) and Key Stage 1 provision, known as the Stepping Stones Pathway – is based at Newton East Site. This site is also where our pupils with the most profound and complex learning and medical needs are educated due to the care and therapeutic facilities available on this site. For example, we can facilitate hydrotherapy and rebound therapy at Newton East Site, and all classrooms have hygiene suites for pupils who require personal and intimate care. Therefore, pupils who access our pre-formal (Engager Pathway) and informal (Explorer Pathway) curriculum are based at Newton East Site. Pupils who access our semi-formal (Discoverer Pathway) and formal (Navigator Pathway) curriculum are based at our Newton West Site. Our Post 16 provision is also based at Newton West Site, however we do have a small cohort of Post 16 pupils based at Newton East Site due to their complex learning and / or medical needs.
- Both our school sites comply with the Newton Bridge Academy Accessibility Plan and will be reviewed as one.
- Required improvements to physical access will be identified in line with current and possible future needs and within the parameters of the funds available. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted



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toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.

- We have good access at both Newton East Site and Newton West Site. There is vehicular and pedestrian access to each site with clearly defined pathways and dropped kerbs at appropriate points. There are accessible parking spaces at both sites for visitors with mobility issues and other disabilities.
- We have a meeting room and toilet facilities within easy reach of the reception area at each site.
- We can accommodate wheelchairs and visitors with reduced mobility at both sites. There is a lift at each site to ensure ease of access to the first floor. We acknowledge that fuller inclusion to the first floor of The Bennington Building at Newton West Site for new staff or pupils with mobility issues would need to be planned for and resourced appropriately.
- Fire drills and lockdown drills are carried out routinely and evacuation plans are displayed and shared in accordance with the CIT / Newton Bridge Academy fire safety and health and safety policies. Where necessary, individual evacuation procedures (or Personal Emergency Evacuation Plans – PEEPS) can be organised for pupils or staff who require them.
- Members of staff make reasonable adjustments to the learning environment in order to meet the needs of our pupils, often following the advice of multi-agency professionals such as speech and language therapists, physiotherapists or occupational therapists. Training can also be organised for any specific issues or medical needs that we need to cater for where necessary.

Improve the availability of accessible information for disabled pupils, and where necessary their parents and carers

- Newton Bridge Academy adopts a 'Total Communication' approach and in doing so, we ensure that that staff can use alternative methods of communication (including visual supports, objects of reference, symbols, Makaton, PECS, electronic AAC devices etc.). Training and resourcing for this is according to identified pupil need and guided by parents, carers and school therapy teams.



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- Wherever possible and necessary, communication around school is supported with signage and symbols.
- Staff at Newton Bridge Academy seek and follow advice from various professionals regarding the individual needs of pupils. Further staff training is arranged where necessary to meet this need.
- Reasonable adjustments will be made to support communication with school staff for any pupil or parent with communication needs, or who is visually or hearing impaired.

Management of the Newton Bridge Academy Accessibility Plan

The implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the Local School Board of Newton Bridge Academy. Evaluation will be based on the following indicators:

- The satisfaction of pupils and their parents / carers with the provision made for them, and their active participation in the life of the school.
- Evidence of the involvement of pupils in the full life of the school (for example, participation in leisure, sporting and cultural activities and educational visits).
- Observable changes in staff confidence in teaching and supporting pupils with a range of different abilities and needs.
- Planned maintenance and improvements to the physical environment of the school.
- Information being available to pupils, staff, parents and carers in a range of formats.

The Local School Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Ensure that appropriate support and provision is made for employees with disabilities to ensure that they can carry out their work effectively without barriers.



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- Ensure that reasonable adjustments are made to enable staff to access the workplace.

Senior leaders will ensure that they:

- Continually review the environment of the school and the way they plan, prepare and deliver the curriculum to improve access and increase participation for all.
- Provide an atmosphere where all pupils, parents, staff and visitors feel welcome, safe and valued.