



Lord Lawson of  
Beamish Academy

# LORD LAWSON OF BEAMISH ACADEMY

## ACCESSIBILITY PLAN

**Originator: Linda Alder**

**Revision: 002**

**Reviewed by Governing Body: April 2021**

**Date of next review: September 2023**



## **Academy Accessibility Plan**

This policy should be read in conjunction with the Academy's Improvement Plan (SIP), SEND and Inclusion Policies, Equal Opportunities Policy and Gateshead Council's Accessibility Strategy for Schools.

### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. It draws on the guidance set out in the DfE document 'Accessible Academies' issued in July 2002.

### **Definition of Disability**

Disability is defined by the 1995 Disability Discrimination Act (DDA) as:  
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

### **Objectives**

The Academy's key objective is to reduce and eliminate wherever possible any barriers to access the curriculum and to allow full participation in the school community for all children, and prospective students with a disability.

### **Principles**

The Academy recognises its duty under the DDA:

1. Not to discriminate against disabled students in their admissions and exclusions procedures
2. Not to treat disabled students less favourably
3. To take reasonable steps to avoid putting disabled students at a substantial disadvantage
4. To publish an Accessibility Plan.

The Governing Body and staff of this Academy will:

1. Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles
2. Recognise the parents/carers knowledge of their child's disability and its effect on his or her ability to carry out normal activities
3. Respect the parents/carers and child's right to confidentiality.



## **Methodology**

### **a) Educational Activities**

The Academy will continue to seek and follow the advice of the LEA's support services, such as specialist teachers, tutors, educational psychologists and appropriate health professionals.

### **b) Physical Environment**

The Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvement and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible facilities and fittings.

### **c) Information**

The Academy will provide information in alternative formats when required or requested.

## **Audit**

The Academy will use the DfEs checklist 'Identifying Barriers to Access' in order to draw up its Action Plan.

## **Monitoring and Review**

The monitoring and review will be carried out by an identified team consisting of the Principal and a Governor.