



# Accessibility Policy

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**Nominated Lead Member of Staff:** Nicola McCreedy

**Date of Policy:** June 2019

**Status & Review Cycle:** Every three years

**Next Review Date:** June 2022

## **Aim**

- To reduce and eliminate barriers to access the curriculum and to have full participation in each academy community for pupils, prospective pupils and our adult users with a disability.
- To ensure the physical environment of the school will enable disabled pupils to take advantage of education, benefits, facilities and services provided.
- To ensure that there is an availability of information to disabled pupils.
- To ensure that all Trust personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the academy premises.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other organisations and the local authority to share good practice in order to improve this policy.

## **School Principles and Values**

Our vision is 'A Fantastic Future for All'. This means that we work hard to ensure that the culture and ethos of the Academies in our Trust are such that, whatever the abilities and needs of members of our academy communities, everyone is equally valued and treats one another with respect. The Altius Trust provides pupils with the opportunity to experience, understand and value diversity.

We believe this policy should be a working document that is fit for purpose, represents the Trust ethos, enables consistency and quality across our academies and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Academics (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing Academy: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in academy life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to each academy premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for academy personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and academy personnel in all aspects of academy life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All Trust users will benefit from the Trust's disability equality scheme as it will allow them to take full benefit of the opportunities that this Trust offers.

We are committed to providing a fully accessible environment which values and includes all pupils, Trust personnel, parents and visitors regardless of their 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.

**Each Governing Body has:**

- delegated powers and responsibilities to the Principal to ensure all academy personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
  - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
  - treat disabled pupils less favourably
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
  - responding to pupil's diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the academy complies with all equalities legislation;
  - responsibility for ensuring that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
  - responsibility for ensuring funding is in place to support this policy;
  - responsibility for ensuring this policy and all policies are maintained and updated regularly;
  - make effective use of relevant research and information to improve this policy;
  - responsibility for ensuring all policies are made available to parents;
  - responsibility for the effective implementation, monitoring and evaluation of this policy.

**The Principal will:**

- work closely with the coordinator;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for academy personnel and governors in the matter of disability discrimination;
- ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for Trust personnel with disabilities;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, Trust personnel, parents and governors;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy.

**The coordinator in each Academy will:**

- lead the development of this policy throughout the academy;
- develop a voice for pupils, Trust personnel and parents/carers with disabilities in review meetings; by taking part in questionnaires; through discussion in PSHE (FF)
- ensure disabled pupils participate in all academy events and activities;
- work hard to eliminate harassment and bullying;
- promote throughout the Trust positive attitudes towards people with disabilities;
- work closely with the Principal;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed every three years or when the need arises by the coordinator and the Principal.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **Linked Policies**

- Anti-bullying
- Inclusion
- Special Educational Needs and Disabilities

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>▪ Lifts</li> <li>▪ Corridor width</li> <li>▪ Disabled toilets and changing facilities</li> <li>▪ Adjustable tables</li> <li>▪ Disabled parking bays</li> </ul>					