

Accessibility Policy

Documentation Information			
Reviewed By	SENDCO	Responsibility	Trustees
Last Reviewed	Jan 2020	Next Review	31.12.2024
Review Cycle	Annual	Ratified by Trustees	16th March 2020

1. Aims

Schools are required under the Equality 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

School's in the LiFE MAT aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The LIFE Multi Academy Trust values underpin everything that we do:

- *Ensuring that every student achieves positive, life changing outcomes*
- *Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond*
- ***The relentless pursuit of excellence by;*** *expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world*
- *Valuing the diversity and qualities of our staff and students*
- *Ensuring that all students and staff feel known, appreciated and supported*
- *Committing whole-heartedly to collaboration within, between and beyond our academies.*

The plan will be made available online on the school website, and paper copies are available upon request.

Our schools are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any Trust school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the schools and board of trustees.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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.

This policy complies with our funding agreement and articles of association.

Accessibility Policy

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our schools offer a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for</i></p>	<p>Quality First Teaching in all planning</p> <p>A personalised approach to teaching individuals in the classroom</p> <p>Ongoing staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties, including training in the use of specialised equipment</p> <p>Purchase of / adaptations made to resources to increase student</p>	<p>Teachers</p> <p>Teachers Learning Support Team</p> <p>SENCO Teachers</p> <p>SENCO Learning Support Team Pastoral team</p>	Ongoing	Improved access to all curriculum areas for all students.

	<p><i>pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>participation, including ICT resources</p> <p>Ensure that all student activities, where possible, are accessible to all students</p>			
To continue to monitor the progress and achievement of disabled students, challenging where necessary	<p><i>Analyse the data at each tracking point identifying any actions required</i></p>	Regular RSL Meetings	<p>SENCO SLT HOF/HOD Year Heads Class teachers</p>	Ongoing	Disabled students making good or better progress.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils, as required and where reasonably possible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Ramps</i> ● <i>Elevators</i> ● <i>Corridor width</i> ● <i>Disabled parking bays</i> ● <i>Disabled toilets and changing facilities</i> ● <i>Library shelves at wheelchair-accessible height</i> 	<p>Ensure disabled parking spots are kept empty by non disabled users</p> <p>Ensure site is fit for purpose when new students start at school</p>	<p>Premises team</p> <p>SENCO/ Occupational Therapist/ Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Diabled spaces are available</p> <p>Site is fit for purpose and students can access the majority of classrooms/opportunities.</p> <p>Disabled students and all students are safe on site/in classrooms.</p>

Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Use of interpreters when required</i> • <i>Pictorial or symbolic representations</i> • <i>Text/email/social media updates</i> 	Continue to use a range of ways to communicate.	<p>SENCO</p> <p>SLT</p> <p>Outside agencies (e.g. VI/HI team)</p> <p>Teachers</p> <p>Learning Support Team</p>	Ongoing	All students receive the information they need.
Ensure all school policies consider the disability issues and the implications of the 2010 Public Sector Equality Act	Consider all policies in view of priorities	Review policies annually / biannually	<p>Trustees</p> <p>Headteacher</p> <p>SENCO</p> <p>SLT</p>	Ongoing	Policies all take account of Equality Act 2010
To continue to be vigilant, monitor and challenge all hate incidents towards disabled people and promote positivity towards disability.	Monitor and analyse bullying logs and identify issues to be addressed.	<p>Ensure annual assemblies are planned for</p> <p>Maximise opportunities for displays.</p> <p>Curriculum planning takes account of diversity.</p>	<p>SENCO</p> <p>SLT</p> <p>Pastoral Leads and Head of Year</p> <p>All staff</p>	Ongoing	<p>Low numbers of incidents recorded</p> <p>Incidents of bullying and dealt with quickly and a positive resolution is come to.</p> <p>Positive imagery around school.</p>

					Raised awareness and positive attitudes
--	--	--	--	--	---

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the board of trustees of the LIFE MAT.

5. Links with other policies

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

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

Accessibility Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
-------------------------	--	--	--	--