



**Transforming  
Futures**  
TRUST

# Accessibility Policy Audits and Plans

Policy Information	
Policy Owner	Rachel Crozier
Issue Version	2
Approving Committee	
Adopted Date	July 2021
Review Cycle	3 years
Last Review Date	June 2021
Next Review Date	June 2024

## Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed

Date:

(Chair of Trust)



## 1. Context and scope of this policy

Under the Equality Act 2010 all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995 and 2005). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. We understand that school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) will be monitored and if necessary, we will be advised upon the compliance with that duty.

The Accessibility Plan will be published on the school website and paper copies are available upon request.

The Accessibility Plan will also link into the Schools Development Plan and will be monitored by the Headteacher and evaluated by the relevant Support and Challenge Group and overall MAT Board of Trustees as required.

ACE Schools Accessibility Plan has been developed and drawn up based upon information supplied by Government legislation, the Local Authority, and consultations with pupils, parents, staff and governors of the school as appropriate. Other, outside agencies and specialists have also been consulted if needed. This document will be used to advise other school planning and priorities and should therefore be read in conjunction with other school policies, strategies and documents including:

- Admissions Policy
- Behaviour for Learning Policy
- Curriculum Policy
- Equality and Diversity Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Medicine and Supporting pupils at school with medical conditions Policy
- School Development Plan

## 2. Introduction and aims

ACE Schools is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in relation the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### Definition

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

ACE Schools Accessibility Plans show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

In accordance with good practice guidelines, we strive to increase accessibility in three main areas:

- **The Physical Environment**

We aim to improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **The Curriculum**

We aim to increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- **Availability of information**

We aim to improve the availability of accessible **information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, newsletters, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

We aim to ask about any disability or health condition in early communications with new parents and carers. This is part of our Admissions Procedures and Individual Health Care Plans (IHCPs) are completed as appropriate. Once at the school, we collect updated information and views regularly from parents and students.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

### 3. Accessibility Audits

#### **The Physical Environment**

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It covers areas such as:

- Practicality and ease of movement around the buildings- entrances, corridors, stairs, furniture and equipment in classrooms
- Transport/ car parking
- Toilets/ changing facilities
- Access to specialist equipment and furniture
- Signage around the school

Individual access audits for the main school sites are attached as appendices (see **Appendix 2,3,4**, originally completed in February 2018).

## **Curriculum access**

Across the school, we endeavour to serve the local and wider community by offering a fully inclusive learning environment and curriculum that is personalised as appropriate to meet individual needs. All staff are considered responsible for meeting the needs of individual students within their class.

There are some areas of the curriculum to which disabled pupils have limited access and present particular challenges, for example: PE or LOTC for pupils with a physical impairment, science and technology for pupils with a visual impairment.

Decisions are taken on an individual basis as to how we can best support students ability to access the curriculum following an assessment of need. Support may be provided in a variety of formats including:

- Individual support plans/ TAMs
- Input from external specialists
- Suitable technology- i.e. ICT, induction loops
- Adaption of teaching materials, resources, strategies and delivery of learning
- Consideration of special exam access arrangements if beneficial/ appropriate

Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people. These issues will be considered as necessary based on individual needs.

Staff training and CPD to support understanding of how to meet individual student needs is provided as required.

Arrangements will be made as necessary to support individual student's ability to access activities outside of lessons such as extra-curricular clubs or trips.

## **Availability of Information**

Different forms of communication are made available to enable all students, parents, visitors and staff to express their views and to hear the views of others. Access to information is planned, with a range of different formats or support strategies available for individuals.

## **4. Accessibility Action Plans**

Individual Accessibility Action Plans (in relation to the physical environment) for each of the main school sites are attached as appendices (see **Appendix 5,6,7**) as well as an overall summary of actions for curriculum and availability of information across the school (**Appendix 8**).

These are working documents. Regular review of what works have been completed on the physical side and liaison with the estates team as part of prioritised plan of works that can feed into the School's Asset Management plan and overall Trust Capital programme will be ongoing.

[Document title]

## Appendix 1 – Version Control Amendments

Version No	Date	Summary of Changes