

Accessibility Policy



Approved: 28 March 2018 – Board of Trustees
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Responsible Officer: Executive SENCo

Vision and Ethos



The vision statement of the Trust demonstrates its Christian ethos and faith foundation.

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:

- that a Christian ethos underpins and informs all that we do
- that the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- that through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- in the development of a broad and balanced curriculum that supports young people's personal development and preparation for life
- that the family of academies within the Trust, working together, will secure continuity and progression for all
- that there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- that, through its structures and work, the Trust can create and support effective Governance for all members
- that, through the Trust's work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the term 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.

Where appropriate the Local Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

- Curriculum Policy
- Equality & Diversity Policy
- Health, Safety & Security Policy
- Inclusion & Disability (SEND) Policy
- Safeguarding Policy
- Individual academies' site-specific accessibility plans

1. Policy Statement

- 1.1. Archway Learning Trust is committed to providing a fully accessible environment which values and include all students, staff, 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 cultural awareness, tolerance and inclusion.
- 1.2. We acknowledge that it is necessary to raise awareness of issues relating to accessibility and to provide training for all staff and governors on the matter of disability discrimination and inclusion.

2. Scope and Principles

- 2.1. The Trust aims to ensure equality of opportunity for all its students and staff and it follows that disabled students or prospective students are not treated less favourably than other students or prospective students for reasons relating to their disability.
- 2.2. In the terms of the Equality Act 2010 a person has a disability if:
 - they have a physical or mental impairment;
 - the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.
- 2.3. For the purpose of the Act, these words have the following meaning:
 - ‘substantial’ means more than minor or trivial;
 - ‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
 - ‘normal day-to-day activities’ include everyday things like eating, washing, walking and going shopping.
- 2.4. People who had a disability in the past who meet this definition are also protected by the Act.
- 2.5. There are additional provisions relating to people with progressive conditions. People with HIV, cancer, multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.
- 2.6. Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Plans and Priorities

- 3.1. The Trust plans, over time, to increase the accessibility of provision for all students, staff and visitors to its academies. The Accessibility Plans for Trust academies will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access learning.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are equally as prepared for life as are able-bodied students (if an academy fails to do this it is in breach of the Equality Act 2010).

3.2. This covers teaching and learning and the wider curriculum of Trust academies such as participation in enrichment activities and school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. Trust academies will endeavour to provide suitable access to a range of curriculum opportunities. Where necessary, support will be given by the Learning Support Faculty, led by the SENCo.

3.3. Any new facilities will be built with disabled students in mind, ensuring access for all including discussions around improved access, lighting, acoustic treatment, sun glare and colour schemes.

4. Information and Consultation

4.1. The latest information regarding the number of students with SEND at each academy can be found in the SEN Information Report on each academy's website and PLASC.

4.2. The views of all agencies, students and their parents/carers will be sought through the regular meetings held as part of the support given by each academy.

4.3. Trust academies will seek to improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, academy literature, timetables, textbooks, and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame. Each Trust academy will promote positive images of disability through all aspects of its work.

4.4. We take advice on support needed for students with disabilities and work with professionals to ensure they have the necessary support to fully include them in the life of their academy.

4.5. With our rolling programme of curriculum policy review and academy improvement, we aim to ensure that policies that relate to disability are discussed, reviewed and challenged so that outcomes continue to improve.