

Accessibility Policy

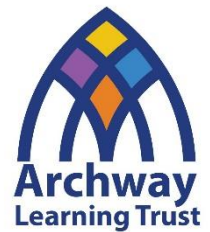


Approved: March 2021

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Responsible Officer: Executive SENCo

Trust Ethos, Mission, Vision and Values



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



Working together, transforming lives

Contents

Para	
1	Policy Statement
2	Scope and Principles
3	Plans and Priorities
4	Information and Consultation

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

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

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

The term 'Trust Executive Leadership Team' (ELT) is comprised of the Chief Executive Officer, Director of Education, Regional Director, Chief Finance Officer, Director of Corporate Services, Director of Operations, and Director of People Strategy.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to the ELT, Principals, Headteachers or Business Services Director within the Trust.

Where the phrase 'Principal' is used, this also refers to Headteachers.

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 includes all children, 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 AAB members 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 children, 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 Special Educational Needs Coordinator (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 Special Education Needs and Disability (SEND) at each academy can be found in the SEN Information Report on each academy's website and Pupil Level Annual Schools Census (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 wherever possible, 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.