

Trust Procedure

Accessibility Procedure



This Trust Policy provides guidance on:

- Accessibility
- Key Principles



Accessibility Procedure



Management log

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1. Aims

All academies in Nova Education Trust (NET), in accordance with the Special Educational Needs and Disabilities Act 2001, and Equality Act 2010; must prepare accessibility plans.

The purpose of this plan is to:

- increase the extent to which disabled students can participate in the school curriculum;
- improve the physical environment of schools to increase the extent to which disabled students can take advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

All of our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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](#).

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.

3. Definitions

- **Disabled** - The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- **Long term** - 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.

4. Key principles and values

4.1 Trust level

Nova Education Trust recognises that many of their students, visitors and staff, whether disabled or otherwise, have individual needs when using school and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment.

As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

4.2 School level

All disabled children should have access to education. Wherever practicable, our academies will:

- Advise on the statutory responsibilities of education bodies in the preparation of accessibility strategies and accessibility plans
- Increase the extent to which disabled students can participate in the school curriculum
- Promote improvements in the delivery to disabled students of written information that is provided to students who are not disabled
- Encourage improvement in the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services.

Our academies will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the Academy.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students.
- Ensure they have an up-to-date accessibility plan which includes personal emergency evacuation plans (PEEPs).

In order to ensure that the educational services it provides effectively meet the needs of disabled students Nova Education Trust academies will:

- Consult with disabled students, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate its availability to both students and staff.

- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

4.3 Wider partnerships

The school supports any available partnerships to develop and implement this policy and plan.

When appropriate the school will seek advice from the following local authority Services:

- School and families specialist services
- Integrated children's disability service (ICDS)
- Specialist support team
- Children's Occupational therapy team
- Education Psychology Service (EPS)
- Health related education team

5. Discrimination

A responsible body discriminates against a disabled person if:

- For reasons which relate to their disability, it treats them less favourably than it treats or would treat others to whom that reason does not or would not apply.
- It cannot show that the treatment in question is justified.

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

6. Reasonable steps

The duty to take reasonable steps to ensure that there is no discrimination intended as an 'anticipatory' duty and does not simply apply once an individual pupil presents him or herself.

7. Complaints

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

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

8. Linked policies

This policy is linked to the following policies:

- Behaviour Policy (Secondary) (2022)
- Complaints Policy (2022)

- Educational Trips and Visits (2022)
- Emergency Evacuation Plan
- Equal Opportunities Policy
- Equality information and objectives
- Health and safety policy
- Risk assessment policy
- SEND policy (2022)
- Supporting pupils with medical conditions policy (2022)
- Safeguarding policy (2022)

Appendix 1: Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Overall Aim 1: Increase access to the curriculum for pupils with a disability					
1.1 Access to learning/in class provision	<ul style="list-style-type: none"> • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Pupil profiles are regularly reviewed in consultation with students and parents/carers and are shared with staff 	<ul style="list-style-type: none"> • Ongoing CPL on Adaptive teaching • Ongoing cycle of quality assurance, including Sendco Learning Walks linked to Pupil Profiles • Liaising with external expertise including the Visual Impairment team, the C&I Team for further staff training • Further work with parents to help them support their child's learning 	<p>CTS/ SENDCO</p> <p>CTS/ SENDCO</p> <p>SENDCO/ teaching staff</p> <p>CTS/SEND CO/Teac hing staff</p>	<p>August 2024</p> <p>Ongoing</p> <p>August 2024</p>	<ul style="list-style-type: none"> • All students have equal access to a broad and balanced curriculum • Positive student voice around the curriculum offer • Successful outcomes for all students • Well informed staff body • Well informed parents/carers

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1.2 All school visits and trips need to be accessible for all students	<p>A School Risk Assessment is completed and in place</p> <p>School Visits App asks about the accessibility of the trip at the planning stage</p> <p>Staff share their student registers and SRA for all trips with the SENDCO</p>	<ul style="list-style-type: none"> All trips and visits are to be run past the SENDCO Risk assessments are in place for all SEND students and students with a medical need where necessary 	CTS/ SENDCO/ Medical Officer/Trip Co-ordinator /BOM	March 2024	<ul style="list-style-type: none"> All are able to access school trips and visits and all students can take part in a range of activities safely Staff are well informed and feel confident taking students out of school safely

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>1.3 Review PE curriculum to ensure PE is accessible to all students</p>	<ul style="list-style-type: none"> PE curriculum is accessible to all students 	<ul style="list-style-type: none"> Review PE curriculum to include disability sports Ensure para Olympic athletes are celebrated Identify strategies to support students with ASD access sport Ensure that identified support staff have manual handling training in order to safely support students with physical needs 	<p>HOD – Physical Education HOD – Physical Education HOD – Physical Education</p>	<p>August 2024</p>	<ul style="list-style-type: none"> All students have access to PE and are able to excel, for example via support from an adult

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1.4 Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> • Frequent SEND updates and CPD which identifies best practice in supporting students with physical needs • A key worker system that ensures most vulnerable students have bespoke support. • Staff working with students with disability issues are well informed and can meet with key workers for advice and support 	<ul style="list-style-type: none"> • Identify key training needs at regular meetings and build time into 1265 to have training when required • Relevant posters containing information are on display in the staffroom and student services • All staff to be made aware of the Equality Act 2010 	SENCO & Head Teacher	August 2024	<ul style="list-style-type: none"> • Staff feel confident in supporting students' needs • Students are well cared for and supported to access school life with confidence

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1.5 Ensure all students are able to access home learning tasks	<ul style="list-style-type: none"> • Whole School PREP programme is clear and shared with all stakeholders • Staff are all trained in use of Classcharts <ul style="list-style-type: none"> • Students and parents are well informed on the use of Classcharts • Paper copies are made available for students who cannot access technology easily at home • Homework clubs take place at school to provide access to IT and support from teachers • Home learning is quality assured by HODs and SLT line leaders 	<ul style="list-style-type: none"> • Continue to identify areas that are reliant on electronic devices/online programs • Ensure students have an option of platforms on completing homework • Ensure the students with greatest need are attending hwk club 	SENDCO/ Curriculum Lead/HODs/LSC team	August 2024	<ul style="list-style-type: none"> • All students will be able to access home learning tasks and receive the appropriate support to complete this work successfully.
Overall Aim 2: Improve and maintain access to the physical environment					

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps are currently accessible in our 6th Form college and our stand-alone buildings eg: student services, RR, Little School and Business Studies. • Elevators – The school has one elevator in the 6th Form College. There is a catering lift which could also be used if required. • Corridor widths allow wheelchair access. • Disabled parking bays – The School supports disabled parking bays and has seven at the current time. • Disabled toilets - Student Disabled toilets are located in the 6th Form College and our English Department. There are currently two staff disabled toilets available on the ground floor of the main building. 	<ul style="list-style-type: none"> • Ensure school staff are aware of access issues (access to and from) • Annual reminder to parents and carers to let the school know if they have problems with access to areas of the school • Improve communication and signage around the school to support students with visual recognition • Students needing PEEPs are in place 	<p>BOM</p> <p>BOM/Ad min</p> <p>BOM</p> <p>BOM/ SENDCO/ STUDENT SERVICES</p>	<p>August 2024</p> <p>August 2024</p> <p>August 2024</p> <p>January 2024</p>	<ul style="list-style-type: none"> • All staff and trustees are confident that their needs are met. • Continuously monitored to ensure and new needs arising are met • Parents are able to access the school site, and alternative venues are identified where necessary. • PEEPs are in place and a review process in place

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
2.2 Maintain safety for visually impaired people	<ul style="list-style-type: none"> Annual check if any students have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Check flashing beacons that signal fire alarm activation regularly Regular visit from visual habituation therapist for site visits for Visually Impaired students 	<ul style="list-style-type: none"> Proactively ensure yellow paint is applied to step edges and other identified edges and uneven surfaces each year Put black/ yellow hazard as per direction from HT 	BOM/SITE MANAGER	<p>August 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> Visually impaired people feel safe in school grounds. <ul style="list-style-type: none"> Yellow edges and flashing beacons to be monitored as needed throughout the school year.
2.3 Ensure all students with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).	<ul style="list-style-type: none"> Students to have PEEP's if needed and these are reviewed annually Fire marshals identified and clear on individual roles Separate evacuation sites identified if required for students with additional needs. 	<ul style="list-style-type: none"> Ensure an evacuation chair is available for any 2nd story buildings Ensure relevant staff have had training in how to use an evacuation chair PEEPS in place and updates when needed 	BOM	<p>August 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> All physically disabled persons can be safely evacuated.

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2.4 The site is accessible for people with mobility issues or required to use a wheelchair	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. Some Classroom can be accessed via ramps Disabled toilets are free from storage 	<ul style="list-style-type: none"> Ensure all new buildings are wheelchair accessible Create a list of non wheelchair accessible classrooms 	BOM	August 2025 August 2025	<ul style="list-style-type: none"> People with mobility issues can access the site fully and have access to appropriate toilet facilities.
2.5 Students with long term physical medical needs have an appropriate space to manage their condition	<ul style="list-style-type: none"> Identified individual room within student services to complete individual care needs. This will be the disabled toilet and the MIR in Student Services area. Disabled toilet available in the school's Learning Support Department. 	<ul style="list-style-type: none"> Guidance to be identified on the hygiene requirements of intermate care rooms e.g MIR 	BOM	August 2025	<ul style="list-style-type: none"> Students with intermate care needs have appropriately private and hygienic facilities to manage their condition safely
Overall Aim 3: Improve the delivery of information to students with a disability					

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
3.1 Ensure the schools signage uses dual coding	<p>Significant internal signage around the school site with some dual coding seen</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Identify expected norms and ensure these are clearly communicated e.g line up lines and movement flow charts • Improve and ensure accessible signage in the canteen and throughout the school and department areas 	<p>Business Manager</p> <p>SLT responsible for cultures and standards</p>	August 2024	Student voice identifies that they feel that messages and expectations are clear to them
3.2 Ensure the schools' information is available in a variety of languages	<ul style="list-style-type: none"> • Two Cantonese speaking members of support staff available for translation in meetings if needed • EAL training has been given as part of whole school CPL 	<ul style="list-style-type: none"> • Ensure that information when needed is available in a variety of language • Regular evaluation and checks with parents of preferred language 	SENDCO/ EAL Co-ordinator	August 2025	All information is available in home languages where needed.