Trust Procedure

Accessibility Procedure

This Trust Policy provides guidance on:

- Accessibility
- Key Principles

Accessibility Procedure

Management log

Document name	Accessibility Procedure
Author	Leah Miller, Director of Safeguarding
Date approved	June 2024
Date issued	September 2024
Expiry Date	September 2027
Reviewer	Executive Team

Document history

Version	Date authored	Author	Date approved	Date issued
V1	Sept 2016	A Rahman	Sept 2016	Sept 2016
V2	May 2017	A Rahman	June 2017	June 2017
V3	May 2018	D Hooker	June 2018	July 2018
V4	Aug 2020	Education Team & DGC	Sept 2020	Sept 2020
V5	Aug 2022	L Miller	Sept 2022	Sept 2022
V6	June 2023	L Miller	June 2023	Sept 2023
V7	June 2023	L Miller	July 2024	June 2024

Contents

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 students.

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

2. Legislation and guidance

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

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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 students 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.

- Schools and families specialist services
- Integrated children's disability service (ICDS)
- Specialist support team
- Children's occupational therapy team
- Physical disability specialist services (PDSS)
- Education psychology services
- Social, emotional mental health team
- 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 (Primary) (2022)
- 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)

Our Individual School Plan can be seen on the next page

Appendix 1: Accessibility Audit

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

Section 1: How does the school deliver the curriculum?

Question:	RAG Rating:	Evidence:	Action(s) (if required):
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?		CPL records to provide latest legislation Weekly bulletins shared by KBE to support students with additional needs and disabilities.	
Are classrooms optimally organised for disabled pupils?		Lesson observations Use of Teacher & TA support, completing IPG documents. Use of the lift, when required to access areas of school.	
Do lessons provide opportunities for all pupils to achieve?		Lesson observations	
Are lessons responsive to pupil diversity?		Lesson observations Themed days and weeks shared around school and on social media.	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		Lesson observations	
Are all pupils encouraged to take part in music, drama and physical activities?		Access to a music room, drama studio and PE facilities.	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, using lip reading?		Resources are available to support with disabled pupils.	The SLT and Inclusion teams are to regularly review plans to identify any further resources that are needed.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		Lesson observations Access arrangements assessor on site to support with KS4 practical assessments.	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot		Lesson observations Student feedback from education visits.	The staffing team are to regularly review plans to identify any further resources that are

engage in particular activities, for example some forms of exercise in physical education?		We have a small group of students who are under the SFSS team to support Visual Impairment, who advise us on specific reasonable adjustments.	needed. In addition, risk assessments and IHP's are adhered to support access to the full curriculum.
Do you provide access to computer technology appropriate for students with disabilities?		Chromebooks are used to support the Access Arrangements in school. However, we do not have AAC systems, due to not having students who need alternative methods of communication. We have a small group of students who are under the Inclusive Technology Team and/or SFSS team to support Visual Impairment.	The SLT and Inclusion teams are to regularly review plans to identify any further resources that are needed.
Are school visits made accessible to all pupils irrespective of attainment or impairment?		Family feedback from visits Access to a list for pupils when needed.	
Are there high expectations of all pupils?		High expectations throughout the day, modelled by staff.	
Do staff seek to remove all barriers to learning and participation?		Use of CPL sessions to update staff with latest legislation and high-quality teaching techniques	To continue to follow the Graduated Approach to Assess, Plan, Do, Review strategies for students.

Question:	RAG Rating:	Evidence:	Action(s) (if required):
Does the size and layout of areas - including all classroom, sporting, play, social facilities, the assembly hall, dining area, shared areas, toilets, library and outdoor sporting facilities, playgrounds and shared areas allow access for all pupils?		Access to communal areas are available, when required. There is a lift that is accessible for students to gain access to upper levels of the school.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		Access to disabled changing and toilet facilities, when required. There is a lift that is accessible for students to gain access to upper levels of the school.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		Clear signs are available to support direction and safe routes around school.	To regularly update, when the school continues to grow in size and for when we develop KS5 provision.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		IHP's are in place with a medication procedure to support pupils who require this. Alarm systems are multisensory with light and sound to support awareness.	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		Lift buttons are available with clear signage.	To continue liaising with the SFSS team to support Visual Impairment, who advise us on specific reasonable adjustments.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		Clear signs are available to support direction and safe routes around school. They are clear and plain in design to avoid sensory overload.	
Are areas to which pupils should have access well lit?		All classrooms have dimmer lights, so can amend the lighting in their classrooms to support sensory needs in school.	
Are steps made to reduce background noise for hearing		Classrooms have sound padding canvas tiles to support with the reverberation in	

impaired pupils such as considering a room's acoustics, noisy equipment?		classrooms to reduce acoustics.	
Is furniture and equipment selected, adjusted and located appropriately? **Are classrooms organised to best meet the needs of pupils with a disability/statement of special needs?**		There are specialist desks available, which have adjustable heights to support students in wheelchairs. Staff consider seating plans to best support pupils with disabilities and can access provision accordingly. Each department has access to resources, which can be utilised in most ways in the classroom to support pupils with SEND.	

Section 3: Does the school deliver materials in other formats?

Question:	RAG Rating:	Evidence:	Action(s) (if required):
Do you provide information in simple language, symbols, large print, for pupils and prospective pupils who may have difficulty with standard forms of printed information?		Lift buttons are available with clear signage. On request, letters can be translated into different languages and larger print. Staff are available to have conversations with pupils to check understanding.	We have a small group of students who are under the SFSS team to support Visual Impairment, who advise us on specific reasonable adjustments. Consider user friendly written information for families who request this.
Do you provide information in simple language, symbols, large print, for parents/carers and prospective parents/carers who may have difficulty with standard forms of printed information?		Lift buttons are available with clear signage. On request, letters can be translated into different languages and larger print. Staff are available to have conversations with pupils to check understanding.	We have a small group of students who are under the SFSS team to support Visual Impairment, who advise us on specific reasonable adjustments. Consider user friendly written information for families who request this.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?		Fully Guided Instruction is followed in the classroom to ensure that diagrams and information is explained. Staff are available to have conversations with pupils to check understanding.	
Do you have the facilities such as ICT to produce written information in different formats?		Chromebooks are used to support the Access Arrangements in school. However, we do not have AAC systems, due to not having students who need alternative methods of communication. We have a small group of students who are under the Inclusive Technology Team and/or	The SLT and Inclusion teams are to regularly review plans to identify any further resources that are needed. We have a small group of students who are under the SFSS team to support Visual Impairment, who advise us on specific reasonable adjustments. Consider user friendly written information for families who request this.

		SFSS team to support Visual Impairment. On request, letters can be translated into different languages and larger print.	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		We have a small group of students who are under the Inclusive Technology Team and/or SFSS team to support Visual Impairment. CPL will be offered to staff, when this is highlighted on a SEND plan.	Plan CPL sessions with external bodies and/or professionals to support with technology and SEND, when highlighted on plans. 02/09/24 is our first session from SFSS to familiarise with specific practices.