

# 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 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 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 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 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 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)

(Individual School Action Plan can be seen on the next page)

## Appendix 1: Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1. Increase access to the curriculum for pupils with a disability	Our school offers a adapted curriculum for all pupils	<p>Identify and share instances where use of computing would best benefit pupils to access curriculum.</p> <p>Adaptation is overtly shown in planning.</p> <p>Individualised curriculum for children with medium and high AFN SEND needs</p> <p>Support and access is well planned for all activities beyond the classroom.</p> <p>Support provided for Y6 SATS according to regulations, when required.</p> <p>Teachers consider cognitive load when planning learning</p>	<p>In class coaching and working with phase teams</p> <p>Monitoring of planning and individualized coaching for staff to ensure high qft.</p> <p>Implement B Squared/Autism Education Trust to track progress</p> <p>Monitoring of trips and visits, enrichment and after school clubs</p> <p>Monitoring of pupils requiring support</p> <p>Monitoring of planning</p>	<p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo, EVC, PD lead</p>		<p>Use of computing as a support eg ipads, tablets supports pupils to achieve curricular outcomes alongside their peers.</p> <p>QFT demonstrates consideration of adaptations for pupils to achieve outcomes.</p> <p>Pupils achieve well within their personalized plans</p> <p>All children access trips and visits, 2 residential trips, enrichment and after school clubs.</p> <p>Pupils will access SATS and achieve academically because of the support given</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	We use resources tailored to the needs of pupils who require support to access the curriculum	<p>Ensure all classes have visual timetable and are used consistently</p> <p>Support teaching teams to identify pupils that would most benefit from now and next boards</p> <p>Support teaching teams to develop steps to success task lists</p>	<p>Monitoring</p> <p>Monitoring</p> <p>In class coaching and working with phase teams</p>	<p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p>	<p>October 2024</p> <p>October 2024</p> <p>Autumn 2024</p>	<p>Visual timetables displayed and used in every classroom</p> <p>Now and next boards support identified learners to manage expectations Steps to success task list enables better outcomes for pupil</p>
	Curriculum resources include examples of people with disabilities	<p>Ensure that curriculum planning and resources demonstrate a wide ranging diversity of people, including those with disabilities</p> <p>Assemblies to focus on disability as a protected characteristic</p>	<p>Monitoring of planning</p> <p>Development and planning of protected characteristics in assemblies</p>	<p>SENDCO Phase Lead Curriculum Lead</p> <p>SENDCO PSHE Lead ,HT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Pupils can actively discuss disabilities as part of the learning about protected characteristics.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Curriculum progress is tracked for all pupils, including those with a disability	<p>Monitor curricular progress using EAZMAG &amp; FFT curriculum tracker.</p> <p>Monitor start and end data to determine efficacy and Value for Money for interventions used.</p>	Monitoring	SENDCO	<p>Initial data collated September 2024,</p> <p>Ongoing</p>	Cognition and learning interventions demonstrate impact on outcomes
	Targets are set effectively and are appropriate for pupils with additional needs	<p>Ensure targets set during transition are achieved before setting new targets.</p> <p>Setting of new targets is responsive to the child and achievement recorded on individual plan</p>	Track successful strategies and monitor	SENDCO	Ongoing	Pupils make swift progress, the gap between SEND and non SEND closes.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
2. Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Annual walk round of premises carried out with Governors and Site Manager and issues then addressed:</p> <p>Interior and exterior of building DDA compliant (Disability Discrimination Act 1995)</p> <p>Wide corridors that are wheelchair accessible Disabled toilet/ hygiene suite.</p> <p>Wide doors and visual and auditory alarm and help cord.</p> <p>Sloped access to building</p> <p>Hearing support equipment Writing slope</p> <p>Visual and auditory fire alarm Illuminated exit signs</p> <p>Emergency lighting in all rooms</p>		<p>SENDCO</p> <p>Site Manager</p> <p>HT</p>	Ongoing	The environment is adapted to the needs of pupils as required.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
3. Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Improve delivery of information to parents of pupils with a disability:</p> <p>GDPR complaint</p>	<p>Ensure School website provides information about the school</p> <p>Text messaging service to all parents</p> <p>Monthly newsletter from head teacher, available on website or hard copy printed</p> <p>New parent/ carer handbook created with consistent information and starter packs.</p> <p>Parents/ carer information leaflets available in reception/school website regarding: attendance, concerns, complaints and compliments</p> <p>Phone calls made in addition to important written information, for parents who are unable to read confidently</p>	SENCo SBM	Ongoing	Parents of children with a disability will be well informed.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<p>Implement use of visual timetable consistently across the school</p> <p>Ensure that staff are well supported to organise/supply adaptations as necessary</p>	<p>Support all staff in creating and implementing a visual timetable</p> <p>Adapted SATs materials will be applied for where required eg large print, coloured paper</p> <p>Coloured overlays, coloured backgrounds on interactive whiteboards and buff coloured paper for dyslexic children</p> <p>Whiteboard objectives printed onto hard copy for children with poor working memory</p>	SENDCO	Ongoing	Pupils are better able to access information and thus make better academic progress.