

Trust Procedure

Accessibility Procedure



This Trust Policy provides guidance on:

- Accessibility
- Key Principles



Accessibility Procedure



Management log

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Author	Leah Miller, Director of Safeguarding
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Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Definitions.....	3
4. Key principles and values	4
4.1 Trust level.....	4
4.2 School level	4
4.3 Wider partnerships.....	5
5. Discrimination.....	5
6. Reasonable steps.....	5
7. Complaints	5
8. Linked policies.....	5
Appendix 1: Action plan.....	6

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.

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

Appendix 1: Action plan

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

Issue	Action	People / Resources	Success Criteria
Accessibility of the school site.	School to ensure that the site is accessible to all students, staff, parents and visitors with disabilities.	Site Manager SENCO	No one with disabilities is prevented from accessing the school site.
Accessibility of school trips and residential visits.	Ensure that all school trips and residential visits assess the accessibility for all to attend.	Visit Leaders Educational Visits Co-Ordinator (EVC) Head Teacher	School trips and residential visits are accessible to all.
Positive attitudes towards persons with disabilities.	Promote positive attitudes to persons with disabilities by ensuring that disability is represented in posters, collages, displays and learning. Celebrate and highlight key events for example Para Sports, Deaf Awareness Week and Learning Disability Week.	All Staff	Fewer incidents of harassment and bullying.
Participation in school life including after school clubs.	Encourage students with disabilities to participate in school life. Ensure that persons with disabilities are represented and encouraged to participate in extra-curricular activities such as sports, drama and school council. Ensure after school clubs are accessible for all students.	All Staff	Increased participation and representation.

Provision for students with disabilities in school policies.	School policies make reference to provision for students with disabilities, particularly PE. Policies to include strategies that could be deployed to ensure all students receive a education.	Head Teacher SENCO Curriculum Leaders	Reference is made to students with disabilities in all school policies.
Health and Safety of students with disabilities.	Ensure the safety of students with disabilities through training and good communication.	All staff	No accident reports recorded.
Access to electronic communication methods.	Improved access to electronic communication methods which benefits partially sighted parents. Ensuring all information on school website is accurate and correct.	All staff	Parents receive and can access clear information from the school.