

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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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).
- Provide training to staff to know how to use specialist assistive technology for specific students (e.g. Radio Aid assistive listening devices).

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 Nottingham University Samworth Academy

OBJECTIVES/ 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 students with a disability					
1.1 Access to learning/ in class provision	<ul style="list-style-type: none"> Review SEND students access to curriculum in line with EHCP reviews. Lesson observations carried out to ensure students can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENCO who liaises with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with students who require specific equipment and adaptations. 	<ul style="list-style-type: none"> Identification of department areas where specialist equipment may be required Ongoing cycle of quality assurance 	<p>SENCO</p> <p>SENCO & SLT</p>	<p>August 2025</p> <p>Ongoing</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

OBJECTIVES/ 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 to all students	<ul style="list-style-type: none"> • Risk assessments are in place to ensure that all students including students with physical disabilities can access trips. • Staff will go and visit venues where possible ahead of the trip to ensure access. • Ensure venues and means of transport are vetted for suitability 	<ul style="list-style-type: none"> • Ensure staff are fully briefed with regards to students with SEND • All trips are logged on EVOLVE for assessment and monitoring. • Review risk assessments for residential trips and trips abroad to ensure students physical needs can be met 	<p>SENCO</p> <p>SENCO</p>	<p>Half termly</p> <p>August 2025</p>	<ul style="list-style-type: none"> • All students are able to access all school trips and take part in a range of activities
1.3 Review PE curriculum to ensure PE is accessible to all students	<ul style="list-style-type: none"> • Reasonable adjustments are made to the 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</p> <p>HOD – Physical Education</p> <p>HOD – Physical Education</p>	<p>August 2025</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

OBJECTIVES/ 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 • Carers and some support staff are given specific training for the work they carryout with students. • Staff and students have access to BSL level 1 course. 	<ul style="list-style-type: none"> • Identify key training needs as per the Trust cycle. 	SENCO & Head Teacher	August 2025	<ul style="list-style-type: none"> • Staff feel confident in supporting students' needs
Overall aim 2. Improve and maintain access to the physical environment					

OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
2. 1 To be aware of the access needs of disabled students, staff, and parents/ carers	<ul style="list-style-type: none"> Individual access plans are created for disabled students and are reviewed in line with EHCP. Ensured that staff and governors can access areas of school used meetings Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired Access for students who require the Focused Deaf Provision 	<ul style="list-style-type: none"> Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from') SEND drop ins allow parents and carers to update access issues to areas of school. Communication in print around school to help students understanding and visual recognition, through the use of iPads. CSWs in and out of class support Pictorial or symbolic representations 	SENCO	<p>August 2025</p> <p>March 2025</p> <p>August 2025</p>	<ul style="list-style-type: none"> SEND objectives are in place for disabled students, and all staff are aware of students needs. All staff & Trustees are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school required PEEPs are prepared and reviewed as individual needs change

OBJECTIVES/ 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 from the City visual impaired team to ensure students are able to access the site safely. Check exterior lighting is working on a regular basis Check flashing beacons that signal fire alarm activation regularly 	<ul style="list-style-type: none"> Proactively ensure yellow paint is applied to step edges and other identified edges and uneven surfaces. Put black/ yellow hazard tape on poles at end of practical equipment to help visually impaired students, if appropriate. E.g DT & PE 	<p>Business Operations Manager</p> <p>Heads of Relevant Departments</p>	<p>August 2025</p> <p>August 2025</p>	<ul style="list-style-type: none"> Visually impaired people feel safe in school grounds. 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 	<p>Business Operations Manager</p> <p>Business Operations Manager</p>	<p>August 2025</p> <p>August 2025</p>	<ul style="list-style-type: none"> All physically disabled persons can be safely evacuated.

OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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. The intercom into main reception can be opened remotely to allow people with mobility issues/ wheel chairs to access the main school building. Call button on stairwells to alert location during fire alarm. Classrooms can be accessed via ground floor access or lifts. Disabled toilets are free from storage Dedicated Care Team to provide Personal Care using hoists and plinths in disabled toilets and physio room. Alternative arrangements for students to access site when lifts are not working. Separate changing space for PE and practical subjects (physio room or disabled toilets). 	<ul style="list-style-type: none"> Ensure all new buildings are wheelchair accessible Create a list of non wheelchair accessible classrooms 	Business Operations Manager	<p>August 2025</p> <p>August 2025</p>	<ul style="list-style-type: none"> People with mobility issues can access the site fully and have access to appropriate toilet facilities.

OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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. 	<ul style="list-style-type: none"> Guidance to be identified on the hygiene requirements of intermate care rooms e.g peg fed rooms 	SENCO	ASAP	<ul style="list-style-type: none"> Students with intermate care needs have appropriately private and hygienic facilities to manage their condition safely
3. Improve the delivery of information to students with a disability					
3.1 Ensure the schools signage uses dual coding	<ul style="list-style-type: none"> Significant internal signage around the school site with some dual coding seen 	<ul style="list-style-type: none"> Identify expected norms and ensure these are clearly communicated e.g line up lines and movement flow charts 	SLT responsible for cultures and standards	August 2025	Student voice identifies that they feel that messages and expectations are clear to them