

# Trust Procedure

## Accessibility Procedure



This Trust Policy provides guidance on:

- Accessibility
- Key Principles



# Accessibility Procedure



## Management log

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

## Document history

<b>Version</b>	<b>Date authored</b>	<b>Author</b>	<b>Date approved</b>	<b>Date issued</b>
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 2024	L Miller	July 2024	June 2024

## 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 .....	6
Appendix 1: Action plan .....	7

---

## 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.

- Whole Life Disabilities Service
- Children's occupational therapy team
- Education psychology services
- Mental Health Support Team and Community Adolescent Mental Health Service
- Paediatric Services
- Hospital and Home education Service
- Autism Team
- Learning Disabilities 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) (2023)
- Complaints Policy (2023)
- Educational Trips and Visits (2023)
- Emergency Evacuation Plan
- Equal Opportunities Policy
- Equality information and objectives
- Health and safety policy
- Risk assessment policy
- SEND policy (2023)
- Supporting pupils with medical conditions policy (2023)
- Safeguarding policy (2023)

(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 The Garibaldi School.

OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Overall AIM 1. Increase access to the curriculum for students with a disability</b>					
1.1 Access to learning/ in class provision	<ul style="list-style-type: none"> <li>Review SEND students access to curriculum within school quality assurance cycles.</li> <li>Lesson observations carried out to ensure students can access sessions and have access to equipment and adapted resources where needed.</li> <li>Ongoing monitoring from SENCO who liaises with external professions e.g. OT, Autism Team to incorporate strategies and support within classrooms and around school with students who require specific equipment and adaptations.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of department areas where specialist equipment may be required</li> <li>Ongoing cycle of quality assurance</li> <li>Training from the Visual Impairment Team on Braille.</li> </ul>	<p>SENCO</p> <p>SENCO &amp; SLT</p> <p>SENCO</p>	<p>August 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>All students have equal access to a broad and balanced curriculum</li> <li>Positive student voice around the curriculum offer</li> </ul>

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"> <li>Risk assessments are in place to ensure that all students including students with physical disabilities can access trips.</li> <li>Ensure venues and means of transport are vetted for suitability</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff are fully briefed with regards to students with SEND</li> <li>Review risk assessments for residential trips and trips abroad to ensure students physical needs can be met</li> </ul>	SENCO/ Medical Officer  School trips lead/ SENCO	Half termly  August 2024	<ul style="list-style-type: none"> <li>All students are able to access all school trips and take part in a range of activities</li> </ul>
1.3 Review PE curriculum to ensure PE is accessible to all students	<ul style="list-style-type: none"> <li>PE curriculum is accessible to all students</li> </ul>	<ul style="list-style-type: none"> <li>Review PE curriculum to include disability sports</li> <li>Ensure para Olympic athletes are celebrated</li> <li>Identify strategies to support students with ASD access sport</li> </ul>	HOD – Physical Education HOD – Physical Education HOD – Physical Education	August 2024	<ul style="list-style-type: none"> <li>All students have access to PE and are able to excel, for example via support from an adult</li> </ul>
1.4 Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> <li>Frequent SEND updates and CPD which identifies best practice in supporting students with physical needs</li> </ul>	<ul style="list-style-type: none"> <li>Identify key training needs at regular meetings and build time into 1265 to have training when required</li> </ul>	SENCO & Head Teacher	August 2024	<ul style="list-style-type: none"> <li>Staff feel confident in supporting students' needs</li> </ul>
<b>Overall aim 2. Improve and maintain access to the physical environment</b>					



OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>2. 1 To be aware of the access needs of disabled students, staff, and parents/ carers</p>	<ul style="list-style-type: none"> <li>Individual access plans are created for disabled students and are reviewed annually</li> <li>Ensured that staff and governors can access areas of school used meetings</li> <li>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>Annual reminder to parents and carers through my students at school app to let us know if they have problems with access to areas of school</li> <li>Communication in print around school to help students understanding and visual recognition.</li> </ul>	<p>SENCO</p> <p>Data manager</p> <p>Business Operations Manager</p>	<p>August 2024</p> <p>March 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> <li>SEND objectives are in place for disabled students, and all staff are aware of students needs.</li> <li>All staff &amp; Trustees are confident that their needs are met.</li> <li>Continuously monitored to ensure any new needs arising are met.</li> <li>Parents have full access to all areas of school required</li> <li>PEEPs are prepared and reviewed as individual needs change</li> </ul>

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"> <li>Annual check if any students have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>Check exterior lighting is working on a regular basis</li> <li>Check flashing beacons that signal fire alarm activation regularly</li> <li>Liaison with the Visual Impairment Team and Guide Dogs Association on adaptations required for VI pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively ensure yellow paint is applied to step edges and other identified edges and uneven surfaces.</li> <li>Put black/ yellow hazard tape on poles at end of practical equipment to help visually impaired students, if appropriate. e.g DT &amp; PE</li> <li>Safety walks with Guide Dogs Team</li> </ul>	<p>Business Operations Manager</p> <p>Heads of Relevant Departments</p> <p>SENCO</p>	<p>August 2024</p> <p>August 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> <li>Visually impaired people feel safe in school grounds.</li> <li>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> <li>Guide Dogs Team Assessment in place and recommendations actioned</li> </ul>
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"> <li>Students to have PEEP's if needed and these are reviewed annually</li> <li>Fire marshals identified and clear on individual roles</li> <li>Separate evacuation sites identified if required for students with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure an evacuation chair is available for any 2<sup>nd</sup> story buildings</li> <li>Ensure relevant staff have had training in how to use an evacuation chair</li> </ul>	<p>Business Operations Manager</p> <p>Business Operations Manager</p>	<p>August 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> <li>All physically disabled persons can be safely evacuated.</li> </ul>

OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
2.4 The site is accessibly for people with mobility issues or required to use a wheelchair	<ul style="list-style-type: none"> <li>Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school.</li> <li>The intercom into main reception can be opened remotely to allow people with mobility issues/ wheel chairs to access the main school building.</li> <li>Classroom can be accessed via ramps</li> <li>Disabled toilets are free from storage</li> <li>Separate changing space for PE and practical subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a designated wet room</li> <li>Ensure all new buildings are wheelchair accessible</li> <li>Create a list of non wheelchair accessible classrooms</li> </ul>	Business Operations Manager	August 2024  August 2024	<ul style="list-style-type: none"> <li>People with mobility issues can access the site fully and have access to appropriate toilet facilities.</li> </ul>
2.5 Students with long term physical medical needs have an appropriate space to manage their condition	<ul style="list-style-type: none"> <li>Identified individual room within student services to complete individual care needs.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance to be identified on the hygiene requirements of intimate care rooms e.g peg fed rooms</li> </ul>	Business Operations Manager	August 2024	<ul style="list-style-type: none"> <li>Students with intimate care needs have appropriately private and hygienic facilities to manage their condition safely</li> </ul>

OBJECTIVES/ AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>3. Improve the delivery of information to students with a disability</b>					
3.1 Ensure the schools signage uses dual coding	<ul style="list-style-type: none"> <li>Significant internal signage around the school site with some dual coding seen</li> </ul>	<ul style="list-style-type: none"> <li>Identify expected norms and ensure these are clearly communicated e.g line up lines and movement flow charts</li> </ul>	Business Manager  SLT responsible for cultures and standards	August 2024	Student voice identifies that they feel that messages and expectations are clear to them