



# Accessibility Policy

Policy reviewed by Academy Transformation Trust on	August 2014
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• SEND Policy</li><li>• Equalities Policy</li><li>• Equal Opportunities (Staff) Policy</li><li>• Anti-Bullying Policy</li><li>• Dignity at Work (Harassment and Bullying) Policy</li></ul>	

Review Date – August 2020



## Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.



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## 1 Introduction

- 1.1 The purpose of this policy is to ensure that our academies and their curriculum are inclusive and all member of the academy community can access facilities and wider provision. This policy should be considered alongside the academy accessibility plan.
- 1.2 Academy Transformation Trust are committed to providing an environment that enables full access and participation in the academy community for all pupils, parents/carers, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs. We have high expectations of all our pupils and staff.
- 1.3 We are committed to taking positive action in light of the Equality Act 2010 and the Public Sector Equality Duty 2011 with regard to disability and other protected characteristics. We are a very inclusive academy and are eager to promote a culture of support and awareness.
- 1.4 This policy should be read in conjunction with the following policies:
  - Equalities Policy
  - Equal Opportunities Policy (Staff)
  - Anti-Bullying Policy
  - Dignity at Work (Harassment and Bullying) Policy.
- 1.5 The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. Some specific medical conditions are also considered as disabilities.
- 1.6 The offer for pupils with disability is also included in ATT SEND Policy and each academy's information report.

## 2 Our Commitment

- 2.1 The Trust will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- 2.2 Academy Accessibility Plans will increase the accessibility of provision for all pupils, staff and visitors to academies.
  - Increasing the extent to which disabled pupils can participate in the curriculum
  - Improving the physical environment to increase the extent to which disabled pupils' can take advantage of education and associated services
  - Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.
- 2.3 We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.

- 2.4 We recognise that taking steps to meet the needs of a disabled person may require them to be treated more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- 2.5 We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled and this is reflected in our Admissions Policy.
- 2.6 We will provide auxiliary aids or services for a disabled pupil, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil.
- 2.7 ATT will work with stakeholders, parents and regulatory bodies to ensure that all ATT facilities are accessible to all, where the provision is not conducive to providing an accessibility facility reasonable adjustment will be made. All new build facilities will provide the required access to meet the Equalities Act and the needs of the community it serves.

### **3 Our Accessibility Plan**

- 3.1 Each academy has its own Accessibility Plan. It is the responsibility of the SENCO or their Line Manager to keep the accessibility plan up to date.
- 3.2 The Accessibility Plan should be written in consultation with disabled pupils, parents and visitors and presented to Governors regularly. The plan should also consider wider academy activities.
- 3.3 Where the Accessibility Plan requires adaptation to the existing facilities, ATT's Estates Department will work with the academy, SENCO and parents to ensure any reasonable adjustment is made.

### **4 Measuring the Impact of the Policy**

- 4.1 The Principal will review the Accessibility Plan annually with the SENCO and any other members of staff who might influence the plan. The impact will be assessed through regularly meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.
- 4.2 When setting objectives academy staff should consider how the impact of actions will be measured.
- 4.3 The Regional Education Director will challenge accessibility of the curriculum and shared information for pupils, staff, parents and visitors.