

# Accessibility Policy



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**Responsible Colleagues**

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# We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners.

## How do we ensure this across our trust?

In all we do we are:

**Ethical to the core**, ensuring that education is always front and centre

**Futures focused system leaders**- never simply followers

**Collaborative** in every endeavour

**Resolutely learner centred.**

## What does this look like across our trust?

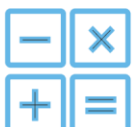
We are always:



- Ruthlessly ambitious for all who learn and work with us
- Unwaveringly inclusive – determined on eradicating barriers to educational success
- Committed to excellent teaching
- Determined upon academic excellence for all in our communities
- Compassionate, ethical and caring advocates for all in our communities
- Outwardly facing and globally conscious



- Committed to the very best people development and empowerment
- Determined to shout loudly and share proudly our successes
- The best professional and technical experts (supporting education) in the sector
- Committed to the very best understanding and management of risk



- Providing the best possible public service for the best possible value
- Determined to supplement our public income with shrewd income generation
- Building financially sustainable models of educational improvement in our communities
- Demonstrably efficient in all we do

## Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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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 members of the academy community can access facilities and wider provision. This policy should be considered alongside the academy Accessibility Plan.
- 1.2 We are committed to providing an environment that enables full access and participation in the academy community for all students, parents/carers, staff and visitors with disabilities, inclusive of their physical, sensory, social, spiritual, emotional and cultural needs. We have high expectations of all our students 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. Our academies are inclusive and we 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 students with disabilities is also included in our SEND Policy and in each academy's information report.

# 2 | Our Commitment

- 2.1 Our 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 students, staff and visitors to academies. They will do this by:
- increasing the extent to which disabled students can participate in the curriculum.

- improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services.
- improving the delivery of information to disabled students, staff, parents/carers 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 With regard to admissions, we do not discriminate against disabled students solely on the basis of their disability; this is reflected in our Admissions Policy.

2.6 We will provide auxiliary aids or services for a disabled student, when it is reasonable to do so, to ensure that the student is not at a disadvantage in comparison to a non-disabled student.

2.7 We will work with stakeholders, parents/carers, and regulatory bodies to ensure that all our 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 appropriate access to meet the requirements of the Equalities Act and the needs of the communities they serve.

## 3 | Our Accessibility Plan

3.1 Each academy has its own Accessibility Plan. It is the responsibility of the SENCo or their line manager, in conjunction with the estates team, to keep the Accessibility Plan up to date.

3.2 The Accessibility Plan should be written in consultation with disabled students, parents and visitors and presented regularly to the Local Academy Committee. 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/carers to ensure any reasonable adjustment is made.

## 4 | Measuring the Impact of the Policy

- 4.1 The Principal and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff. The impact will be assessed through regular 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 accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The accessibility policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Academy Committee.