

Accessibility Policy

**Review Date**

February 2024

Ratified

March 2024

Next Review

February 2027

Responsible Directorate

Operations

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and life-long learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development



Contents

1	Introduction	4
2	Our Commitment	4
3	Our Accessibility Plan	5
4	Measuring the Impact of the Policy	6

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*
 - *Equality, Diversity and Inclusion*
 - *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 *SEND 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 Governing Board. 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, Education Team 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 Governing Board.