

Trust Procedure

Accessibility Procedure



This Trust Policy provides guidance on:

- Accessibility
- Key Principles



Accessibility Procedure



Management log

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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 pupils.

All of our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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 children 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.

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)

Appendix 1: Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>1. Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a adapted curriculum for all pupils</p> <p>Review SEND students access to curriculum within school quality assurance cycles.</p> <p>Ongoing monitoring from SENDCo who liaises with external professionals to incorporate strategies an support within classrooms for specific equipment an adaptations.</p> <p>Risk assessments are in place to ensure that all students including students with physical disabilities can access trips.</p>	<p>Identify and share instances where use of computing would best benefit pupils to access curriculum.</p> <p>Adaptation is overtly shown in planning.</p> <p>Individualised curriculum for children with medium and high AFN SEND needs</p> <p>Support and access is well planned for all activities beyond the classroom.</p> <p>Support provided for Y6 SATS according to regulations, when required.</p> <p>Teachers consider cognitive load when planning learning</p>	<p>In class coaching and working with phase teams</p> <p>Monitoring of planning and individualized coaching for staff to ensure high qft.</p> <p>Implement B Squared/Autism Education Trust to track progress</p> <p>Monitoring of trips and visits, enrichment and after school clubs</p> <p>Monitoring of pupils requiring support</p> <p>Monitoring of planning</p> <p>Ensure risk assessments are in place for individual pupils as appropriate.</p>	<p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo, EVC, PD lead</p> <p>Class teachers</p>		<p>Use of computing as a support eg ipads supports pupils to achieve curricular outcomes alongside their peers.</p> <p>QFT demonstrates consideration of adaptations for pupils to achieve outcomes.</p> <p>Pupils achieve well within their personalized plans</p> <p>All children access trips and visits, 2 residential trips, enrichment and after school clubs.</p> <p>Pupils will access SATS and achieve academically because of the support given</p>

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	We use resources tailored to the needs of pupils who require support to access the curriculum	<p>Ensure all classes have visual timetable and are used consistently</p> <p>Support teaching teams to identify pupils that would most benefit from now and next boards</p> <p>Support teaching teams to develop steps to success task lists</p>	<p>Monitoring</p> <p>Monitoring</p> <p>In class coaching and working with phase teams</p>	<p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p>	<p>October 2023</p> <p>October 2023</p> <p>Autumn 202</p>	<p>Visual timetables displayed and used in every classroom</p> <p>Now and next boards support identified learners to manage expectations Steps to success task list enables better outcomes for pupil</p>
	Curriculum resources include examples of people with disabilities	<p>Ensure that curriculum planning and resources demonstrate a wide ranging diversity of people, including those with disabilities</p> <p>Assemblies to focus on disability as a protected characteristic</p>	<p>Monitoring of planning</p> <p>Development and planning of protected characteristics in assemblies</p>	<p>SENDCO Phase Lead Curriculum Lead</p> <p>SENDCO PSHE Lead ,HT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Pupils can actively discuss disabilities as part of the learning about protected characteristics.</p>

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	Curriculum progress is tracked for all pupils, including those with a disability	<p>Monitor curricular progress using EAZMAG & FFT curriculum tracker.</p> <p>Monitor start and end data to determine efficacy and Value for Money for interventions used.</p>	Monitoring	SENDCO	<p>Initial data collated September 2023,</p> <p>Ongoing</p>	Cognition and learning interventions demonstrate impact on outcomes
	Targets are set effectively and are appropriate for pupils with additional needs	<p>Ensure targets set during transition are achieved before setting new targets.</p> <p>Setting of new targets is responsive to the child and achievement recorded on individual plan</p>	Track successful strategies and monitor	SENDCO	Ongoing	Pupils make swift progress, the gap between SEND and non SEND closes.

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<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height <p>It is ensured that staff, governors and parents can access areas of school used for meetings.</p>	<p>Annual walk round of premises carried out with Governors and Site Manager and issues then addressed:</p> <p>Interior and exterior of building DDA compliant (Disability Discrimination Act 1995)</p> <p>Wide corridors that are wheelchair accessible Disabled toilet/ hygiene suite.</p> <p>Wide doors and visual and auditory alarm and help cord.</p> <p>Sloped access to building</p> <p>Visual and auditory fire alarm Illuminated exit signs</p> <p>Emergency lighting in all rooms</p>	<p>To be aware of the access needs of disabled students, staff, parents and careers.</p> <p>Annual reminder to parents and careers to let the school know if they have problems with access to areas of the school.</p> <p>Ensure that appropriate symbols and signage is on place around school to help students understanding.</p>	<p>SENDCO</p> <p>Site Manager</p> <p>HT</p> <p>Class teachers.</p>	<p>Ongoing</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>Parents have full access to all areas of the school required.</p>
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	PEEPs are in place and reviewed for students with physical difficulties					
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<p>3. Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Improve delivery of information to parents of pupils with a disability:</p> <p>GDPR complaint</p>	<p>Ensure School website provides information about the school</p> <p>Text messaging service to all parents</p> <p>Monthly newsletter from head teacher, available on website or hard copy printed</p> <p>New parent/ carer handbook created with consistent information and starter packs.</p> <p>Parents/ carer information leaflets available in reception/school website regarding: attendance, concerns, complaints and compliments</p> <p>Phone calls made in addition to important written information, for parents who are unable to read confidently</p>	<p>SENCo SBM</p>	<p>Ongoing</p>	<p>Parents of children with a disability will be well informed.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<p>Implement use of visual timetable consistently across the school</p> <p>Ensure that staff are well supported to organise/supply adaptations as necessary</p>	<p>Support all staff in creating and implementing a visual timetable</p> <p>Adapted SATs materials will be applied for where required eg large print, coloured paper</p> <p>Coloured overlays, coloured backgrounds on interactive whiteboards and buff coloured paper for dyslexic children</p> <p>Whiteboard objectives printed onto hard copy for children with poor working memory</p>	SENDCO	Ongoing	Pupils are better able to access information and thus make better academic progress.