

Accessibility policy

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Associated documents:	
Links to:	
• SEND Policy • Equalities Policy • Equal Opportunities (Staff) Policy • Peer on Peer Abuse Policy • Dignity at Work (Harassment and Bullying) Policy	

Our Vision

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. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

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

Operations

We are:

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

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. 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 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 our SEND Policy and in each academy's information report.

Our Commitment

- 1.7 Our Trust will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- 1.8 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.
- 1.9 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.

- 1.10 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.
- 1.11 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.
- 1.12 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.
- 1.13 We will work with stakeholders, parents, 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 the required access to meet the Equalities Act and the needs of the community it serves.

2 Our Accessibility Plan

- 2.1 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.
- 2.2 The Accessibility Plan should be written in consultation with disabled pupils, parents and visitors and presented to local academy committees regularly. The plan should also consider wider academy activities.
- 2.3 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.

3 Measuring the Impact of the Policy

- 3.1 The Principal/Regional Education Director and Estates team 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.
- 3.2 When setting objectives academy staff should consider how the impact of actions will be measured.
- 3.3 The Regional Education Director will challenge accessibility of the curriculum and shared information for pupils, staff, parents and visitors.

The accessibility policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents/carers and visitors. The main findings from equality impact assessments will be presented to the Local Academy Committee.