



# Accessibility Plan

<b>Review Body:</b>	<b>Board of Trustees</b>
<b>Leadership Group Responsibility:</b>	<b>Senior Trust Improvement Officer</b>
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## Aims

Aletheia Anglican Academies Trust (AAAT) has adopted this accessibility plan in line with the individual Special Educational Needs (SEND) policies of academies within the Trust, with the aim of ensuring that our schools are socially and academically inclusive, that students have access to a full curriculum and that all students are appropriately challenged.

There will be a requirement that academies within the Trust make localised adaptations to the plan to take in to account their unique physical setting and for the wide range of needs pupils admitted will present.

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled students

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At the heart of our vision is the belief in inclusive, educational excellence; the belief that we are called to serve all pupils, staff, parents and the local community by providing places where all develop and thrive intellectually, socially, culturally and spiritually.

The Board of Trustees recognise the need to make all reasonable provisions for the admission and education of disabled students. Where possible, AAAT expects Headteachers, Heads of School and senior leaders to ensure that:

- The curriculum is continually reviewed to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them;
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, to allow the movement of disabled students around the academy;
- Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to the academy;
- Training for both teaching and support staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students; and
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

The Trust's Accessibility Plan will be made available online on the AAAT website, and paper copies are available upon request. It should be read in conjunction with the school's individual SEND policies and SEN Information Reports. SEND policies outline the schools' provision for supporting students with SEND and the Trust's Single Equality Scheme explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment throughout the Trust and enhancing the availability of access to information, with a focus on students with SEND.

A list of the SEND policies specific to each school can be located on the school websites and are as follows:

- Holy Trinity C of E Primary School: Special Educational Needs & Disability Policy
- Horton Kirby C of E Primary School: SEND Policy
- Rosherville C of E Academy: SEND Policy
- Saint Botolph's C of E Primary School: Special Educational Needs Policy

- Saint George's C of E School: SEN & Disability Policy
- Shorne C of E Primary School: SEND Policy
- Stone Saint Mary's C of E Primary School: SEND Policy
- Sutton-at-Hone C of E Primary School: SEN & D Policy

AAAT is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan, actively engaging with colleagues throughout the Trust and with external colleagues, including the Local Inclusion Forum Teams (LIFT) and the Gravesham Inclusion Forum Teams (GIFT).

The AAAT complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any academy, within the Trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including colleagues from across the Trust.

### **Legislation, Guidance and Definitions**

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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.

The SEND Code of Practice also identifies that, children have a learning difficulty or disability if they:

- Have **significantly** greater difficulty in learning than the majority of children the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

## Action Plan

This Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and acts reflects the needs of students within the Trust.

### Priority 1: Increasing the extent to which disabled students can participate in the curriculum

Timescale	Targets	Plan	Aim/Outcome
End of each academic year in preparation for new academic year.	Raised awareness of the curriculum needs of students with disabilities.	SENCo and/or previous teacher to meet with staff of new class to ensure they are aware of student's needs.  Liaise with outside agencies to provide advice/training if necessary.	All staff have an overview of the needs of these students.  Increased access to the curriculum for these students.
As necessary, if children join academy or become ill mid-year.  End of academic year in preparation for new academic year for children with ongoing conditions e.g. diabetes.	Train identified personnel to administer medication	If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures.	Children in need of regular medication able to access whole curriculum.  Clear agreed procedure for supporting pupils with medical needs and administering medication.
Ongoing	Accommodate toileting and care needs of incontinent students	Arrange for the provision of suitable equipment. Make sure children are aware of where to access equipment if they have moved to new part of the academy.  Make sure staff are aware of needs of incontinent students. If necessary, consult with Health Authority partners to provide training for staff in toilet training techniques and ways of meeting needs of students who are incontinent, where more extensive training is required.	Sensitive procedures for efficient care of students who are incontinent.  Agreed procedures for sensitive toilet training.  Access to the whole academy curriculum and increased inclusion.

<p>At least yearly, (eg end of academic year in preparation for new academic year).</p>	<p>Classrooms are optimally organised for disabled students.</p>	<p>When organising classrooms for the forthcoming year, ensure the needs of disabled students are taken in to account e.g. adequate space provided for children with physical disabilities to ensure they are able to move around the classroom, hearing and visually impaired children situated in a suitable position in the classroom etc.</p> <p>Emergency exiting must be considered.</p> <p>If necessary, consult with outside agencies for advice regarding adaptations, use of aids etc. are situated in suitable positions within the classroom etc.</p>	<p>Classrooms are optimally organised for disabled students.</p>
<p>Ongoing</p>	<p>Clarification of the support role of academy staff when working with students with Speech and Language difficulties</p>	<p>Work with SALT service to give guidance to the academy staff in supporting individual children.</p>	<p>Appropriate support for students with speech and language difficulties.</p> <p>Increased access to the curriculum for these students.</p>
<p>Ongoing</p>	<p>All students have access to a broad and balanced curriculum</p>	<p>All students are encouraged to take part in all areas of the curriculum at a level which is appropriately challenging to their ability. Lessons address a variety of learning styles and work is differentiated and provided in a form suitable to the child's needs e.g. larger print, use of ICT etc. if necessary.</p> <p>Disabled students, who cannot participate in particular activities (eg PE) are given suitable, alternative experiences.</p> <p>Seek advice and liaise with other agencies regarding EHCP students access to the curriculum.</p> <p>Seek training for the pupil, if necessary (e.g. child with physical disabilities to be provided with training in touch typing)</p>	<p>All students participate in a broad range of curriculum subjects at a level that is suitable for them.</p>
<p>Ongoing</p>	<p>Academy educational visits are accessible to all students</p>	<p>The needs of disabled students are considered when planning an academy educational visit and suitable arrangements made e.g. parent to accompany child, amount of walking required reduced for some children.</p>	<p>All children able to participate in academy educational visits undertaken by their peer group/class.</p>

**Priority 2: Improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.**

Timescale	Targets	Plan	Aim/Outcome
Annually	To review annually all areas of the academy in order to ensure there are no physical barriers to access for current and prospective students with disabilities.	Make any necessary low-key adjustments as children with disabilities progress through the academy to maximise physical access, improve acoustics and maximise visual clues e.g. fit ramps and handrails, make sure pathways around the academy are safe and well signed.	Access to all areas of the academy for all students. Increased student autonomy.
Ongoing	Academy plans to take into account the needs of students and visitors with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.	<p>Make arrangements for parking near the academy gate/in car park.</p> <p>Emergency and evacuation systems to inform all students e.g. flashing lights, use of tactile signs, signs in Braille.</p> <p>When redecorating, choose colour schemes with appropriate contrast and harmony for students with visual impairment, autism or epilepsy.</p> <p>Furniture and equipment selected, adjusted and located appropriately.</p> <p>Fit disabled WCs on all levels of the academy.</p> <p>Undertake accessibility audits.</p>	Improved access and facilities for all students throughout entire premises.

**Priority 3: Improving the availability of accessible information to disabled students.**

<b>Timescale</b>	<b>Targets</b>	<b>Plan</b>	<b>Aim/Outcome</b>
Ongoing	To provide written materials in alternative forms when required or requested including Home Learning	The academy to ensure that information is presented in a user-friendly way, e.g. use of font style and size, use of support staff to assist with reading, use of ICT.	Delivery of information to disabled students improved
Long-term	As above	Where necessary liaise with external support services and agencies to provide information in simple, clear language, symbols, large print, on audiotape or in braille for students/parents and carers who may have difficulty with the standard written print.	As above.
Annually	To ensure that student needs are met through 'Access arrangements' in planning exams.	Use qualified assessors to test students and provide information on access arrangement.  Ensure the SENCo and Exams Officer arranges testing in good time and puts into place any requirements.	Improvements in student outcomes.  Meeting exam board requirements.



### **Monitoring Arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary, including AFTER the first year.

It will be approved by the Board of Trustees.

### **Links with Other Policies**

This accessibility plan is linked to the following policies and documents:

- AAAT Health and Safety policy
- AAAT Single Equality Scheme
- Individual school Accessibility Plans
- School SEND policies
- Special Educational Needs (SEN) information reports
- Supporting Students with Medical Needs Policy
- Other