

Accessibility Policy



Review Date

September 2021

Ratified

September 2021

Next Review

September 2023

Responsible Directorate

Operations

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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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 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.