The Circle Trust Document: Accessibility Policy

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Approver:	Trustees
Owner:	School Improvement
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	10/3/2021	SEN Manager	New Document	First release
1.0	22/03/2021	TBH	QA v1.0	Review
1.0	27/04/2021	Local Advisory Board	No further changes	Approved by the Emmbrook School LAB
1.3				

1. **Purpose of the Policy**

1.1. A core value of The Circle Trust is that inclusion is non-negotiable. This involves providing access and opportunities for all without discrimination of any kind.

1.2. The Circle Trust's Accessibility Policy 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.

1.3. 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 people with disabilities can participate in the curriculum
- improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to people with disabilities

1.4. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010 here, 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.

2. **The Aims and Objectives of the Accessibility Policy**

2.1. The Circle Trust have developed this policy to be clear about our strong ambition to treat all people fairly and with respect.

2.1.1. Shows all stakeholders that The Circle Trust is committed to providing access and opportunities for all pupils without discrimination of any kind.

3. **The Benefits of an effective Accessibility Policy**

3.1. An effective Accessibility Policy will add value to The Circle Trust, supporting the Trust's objectives by:

3.1.1. Acting in accordance with our Trust's core value of inclusion

3.1.2. Ensuring compliance with all legislation

3.1.3. Prevent discrimination arising from disability

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4.   Roles and responsibilities

4.1.   The Trustees have a fundamental role to:

    4.1.1. Ensure this policy is compliant to legislation

    4.1.2. Regularly review this policy to approve changes or improvements

4.2.   The Executive Headteacher with the Chief Operations Officer will:

    4.2.1. Implement this policy

    4.2.2. Provide a mechanism for accessibility issues to be discussed and disseminated to all areas of the Trust

    4.2.3. Audit and review local school accessibility arrangements in relation to health and safety to ensure compliance

    4.2.4. Report infringement or issue to Trustees

4.3.   The Local Advisors have a fundamental role to:

    4.3.1. Approve their school's accessibility plan set out in **Appendix A**

4.4.   A Headteacher will:

    4.4.1. Have primary responsibility for determining, seeking approval and delivering their school's accessibility plan set out in **Appendix A**

5.   Accessibility Audit

5.1.   Schools should conduct an audit regarding accessibility in order to assess:

    5.1.1. The extent to which people with disabilities can participate in the curriculum

    5.1.2. Improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided

    5.1.3. Improve the availability of accessible information to people with disabilities

5.2.   The accessibility audit should include the surveying of key stakeholders including children and young people with disabilities and their parents/carers.

5.3.   Once complete the Accessibility Audit should be updated when the school has significantly changed for example when:

5.3.1. A school has altered or added buildings

5.3.2. If there have been changes in the local population

5.3.3. If there has been an increase or decrease in pupil intake

6.   Accessibility Plan

6.1.   The Accessibility Plan must show:

6.1.1. How the school supports disabled pupils to access and participate in the curriculum

6.1.2. How the school seeks to improve the physical environment to enable disabled pupils to take better advantage of the educational provision, benefits, facilities and services

6.1.3. How all children and young people with disabilities and their parents/carers are made aware of the accessibility plans

6.2.   Information about the Accessibility Plan must be published as part of the Special Educational Needs (SEN) annual information report.   The SEN annual information report must:

6.2.1. Be published on the school website

6.2.2. Explain the implementation of the policy for children and young people with SEN

6.2.3. Be updated annually

6.2.4. Comply with section 69 of the Children and Families Act 2014, meaning that it must contain:

- SEN information specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014. (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years);
- Arrangements for the admission of disabled pupils
- Steps the school has taken to prevent disabled pupils from being treated less favourably than other pupils
- Facilities the school provides to help disabled pupils to access the school
- Plan prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan) for:
  o   Increasing the extent to which disabled pupils can participate in the school's curriculum
  o   Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

- o Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

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Appendix A

Accessibility Aim	Current Good Practice	Area to Improve	Action to Improve
Do all we can to support disabled pupils to access and participate in the curriculum	1. Acquire sound knowledge of student's needs prior to transition 2. Create Risk Assessment prior to joining if required 3. Create Personal Emergency Egress Plans prior to joining if required 4. Create Health Care Plan if required prior to joining 5. Provide Medical Exit Card if required 6. Student and parent/carer site visit prior to joining 7. Provide TLA support in lessons as required 8. Adapt PE lessons as required, e.g. use of balls with bells for VI students 9. Facilitate the use of Radio Aids for hearing impaired students 10. Provide Braille and sighted guide support for blind students 11. Provide facilities and supervision for OT/Physiotherapy exercises 12. Facilitate visiting external professionals 13. Review provision and support regularly with student and parent/carer	Annual Accessibility Audit	SENCO to arrange annually with Site Manager
Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide	In addition to the above, review & plan for adaptations/modifications required and ensure these are actioned prior to joining, including but not limited to: 1. Access to lifts - this should be without the need to wait for staff/a key 2. Ramps where there are stairs and no lift is available 3. Staircase handrails 4. External steps/ramps handrails 5. Accessible toilets 6. Clear signage, e.g. disabled access toilet 7. Bells to indicate change of lessons 8. Highlight hazards, e.g. bright painted edges of ramps, protrusions 9. Manual handling training - for staff required to push/manoeuvre wheelchairs 10. No lose tiles, flooring, stair coverage, handrails, door handles, free cables, fixtures or other hazards 11. PC screens where the text/image can be increased and the colour background can be changed	As above Review of item 8 required Review of item 9 required	As above
Make all disabled pupils aware of our accessibility plans	Students and parents/carers are advised of individual adaptations/modifications and support that will be put in place for them prior to joining.	Offer a copy of the Accessibility Policy to new joiners via website	Clerk of Local Advisors to forward to ICT Lead once policy is ratified

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