

Hope SENTAMU LEARNING TRUST

ACCESSIBILITY POLICY AND PLAN

THIS POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES

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Policy updates

Date	Page	Policy updates
July 2021		NEW policy

Signed by:

Chief Executive
Officer

Date: _____

Chair of Standards
Committee

Date: _____

1. Aims

- 1.1. Hope Sentamu Learning Trust (HSLT) is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy academy/school life. Hope Sentamu Learning Trust continually looks for ways to improve accessibility within the academy/school through data collection, management meetings and discussions.
- 1.2. Hope Sentamu Learning Trust is committed to taking steps to avoid placing anyone at substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.
- 1.3. Academies/Schools are required under the Equality Act 2010 to have an Accessibility Plan ([Appendix A](#)). The purpose of this policy is to:
 - Ensure that all pupils can participate in the curriculum
 - Ensure all academies/schools provide a positive physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Ensure the availability of accessible information to disabled pupils
- 1.4. The Accessibility Plan ([Appendix A](#)) is structured to complement and support the academy's/school's plans and equality objectives. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school/academy.
- 1.5. The Accessibility Plan will contain relevant and timely actions to:
 - Ensure that all pupils have access to the curriculum, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are their peers; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits, it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum with a reasonable timeframe.
 - Provide suitable access to the physical environment of the school, adding specialist facilities as necessary, this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Ensure suitable delivery of written information to pupils, staff, parents and visitors with disabilities, examples can include worksheets/handouts, timetables, textbooks and information about the academy/school and school events; the information should be made available in preferred formats within a reasonable timeframe.

- 1.6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 1.7. Whole academy/school training will recognise the need to continue to raise the awareness of staff and governors on equality issues with reference to the Equality Act 2010.

2. Legal Framework

- 2.1. This policy has due regard to legislation including, but not limited to, the following:
 - United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - The Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - DfE (2014) 'The Equality Act 2010 and schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- 2.2. The Accessibility Policy and Plan should be read in conjunction with the following policies:
 - Admissions Policy ([Trust Policy](#))
 - Curriculum Policy ([School Policy](#))
 - Health and Safety Policy ([Trust-wide Policy](#))
 - Safeguarding and Child Protection Policy ([Trust-wide and School Policy](#))
 - Special Educational Needs and Disabilities (SEND) Policy ([Trust-wide Policy](#))
 - Positive Discipline (Student Behavior) Policy ([School Policy](#))
 - Supporting pupils with medical conditions and administering medication Policy ([Trust-wide Policy](#))
- 2.3. The academy/school supports any available partnerships to develop and implement the plan. Each academy's/school's Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in any academy/school, the Complaints Procedure sets out the process for raising these concerns.

3. Legislation and guidance

- 3.1. 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](#).

- 3.2. 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.
- 3.3. This policy complies with the funding agreement and Articles of Association.
- 3.4. Academies/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.
- 3.5. Academies/Schools have a duty to make 'reasonable adjustments' for pupils with disabilities. The DfE's guidance on the Equality Act summarises the duty as:
 - Where something a school does places a pupil with disabilities at a disadvantage compared to other pupils, the school must take reasonable steps to try to avoid that disadvantage.
 - Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with non-disabled pupils.
- 3.6. Schools are **not** under a reasonable adjustment duty to make alterations to physical features, as this is already considered as part of their pre-existing planning duties.
- 3.7. Factors that schools will need to take into account when deciding what adjustments are reasonable for a school to make. For example, they should consider:
 - Your resources and the availability of financial or other assistance
 - The extent to which taking any particular step would be effective in overcoming the substantial disadvantage experienced by a disabled pupil
 - The effect of the disability on the individual
 - Health and safety requirements
 - The interests of other pupils and prospective pupils
- 3.8. All schools will document all interventions, support and reasonable adjustments, in place for pupils. This information will be recorded on the accessibility plan, as well as individual student records.

4. Inclusion and equality statement

- 4.1. The Trust aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- 4.2. All academies/schools are inclusive. We aim to make all children feel included in all activities and lessons. We work to make all our teaching fully inclusive to ensure that all children can successfully access the curriculum. We recognise that all children are entitled to a balanced, broadly based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities. We acknowledge and recognise the need for high expectations and appropriate targets for all children. We actively encourage equality and equity through all our work.
- 4.3. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 4.4. In line with the Equality Act 2010, each academy/school within the Trust do not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.
- 4.5. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 4.6. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The academy/school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

5. Definitions

- 5.1. 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.

6. Roles and responsibilities

- 6.1. The **Local Governing Committee (LGC)** will be responsible for:
- Approving the Accessibility Plan before it is implemented.
 - Monitoring the Accessibility Plan.
- 6.2. The **Principal/Headteacher** will be responsible for:
- Creating an Accessibility Plan with the intention of improving the academy's/school's accessibility, in conjunction with the LGC.

- Ensuring that staff members are aware of pupil's disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school/academy should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the LGC, Local Authority and external agencies to effectively create and implement the academy's/school's Accessibility Plan.

6.3. The SENCo will be responsible for:

- Working closely with the Principal/Headteacher and LGC to ensure that pupils with SEND are appropriately supported.

6.4. Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

6.4. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

7. Accessibility Plan

7.1. Each academy's/school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Improvement and Development Plan. The Accessibility Plan will be structured to complement and support the Trust's Equality Policy and Objectives, as well as the Special Educational Needs and Disability (SEND) Policy.

7.2. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve and maintain the academy's/school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

7.3. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in **June 2024**. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into

subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

- 7.4. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other academy/school planning documents and will be reported upon annually in respect of progress and outcomes.
- 7.5. The academy/school will collaborate with the Trust and the Local Authority (LA), as necessary, in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the academy's/school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the academy/school provide suitable support to pupils with disabilities.
- 7.6. An access audit will be undertaken by the LGC and SENCo on an annual basis. During Ofsted inspections, the inspectorate may include the school's/academy's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan must be made available upon request.

8. Admissions

- 8.1. Each academy/school within the Trust will act in accordance with their Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.
- 8.2. Each academy/school within the Trust will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the academy/school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the academy/school community.
- 8.3. Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

9. Curriculum

- 9.1. The Trust is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the academy/school curriculum due to their disabilities or impairments. Each academy/school within the Trust aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 9.2. The SENCo will work together with the relevant curriculum staff to adapt a pupil's Individual Education Plan (IEP) and/or Risk Assessment/Medical Plan/Personal Emergency Evacuation

Plan with advice sought from outside agencies, where appropriate, to allow all pupils to reach their full potential.

- 9.3. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 9.4. There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed information on pupils with SEND will be given to relevant staff in order to aid teaching, e.g. 'pupil passports' or 'IEPs'.
- 9.5. Specialist resources are available for pupils with visual impairments, such a large print reading books. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

10. Physical Environment

- 10.1. Each academy/school within the Trust are committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the academy/school premises.
- 10.2. The academy/school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 10.3. Where entrances to the academy/school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the academy/school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

11. Monitoring and Review

- 11.1. This policy will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary, for example when new legislation or guidance concerning equality and disability is published. The Standards Committee is responsible for reviewing the Policy, but the LGC and Principal/Headteacher are responsible for reviewing the academy's/school's individual Accessibility Plan in collaboration with the SENCo, with advice from the Trust's Operations Manager.
- 11.2. Equality impact assessments will be undertaken as and when **school plans** are reviewed.

Accessibility Plan

APPENDIX A

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure all pupils have access to the curriculum, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared.	<p>Our school offers a differentiated curriculum for all pupils. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Students with low prior attainment are identified through transition information and GL assessments early in year 7. This information is shared with DOL's and teaching staff and used to develop interventions lists.</p>	<p>Short term: SEN on all department meeting agendas as a standing item.</p> <p>Medium term: Termly meeting with SENCO and Curriculum lead to identify issues and good practice</p> <p>Long term: All subjects are fully accessible to all students.</p>	Review Long and Medium Term Plans with department leaders by Christmas 2021	GR AH	June 21	We are confident that students with disabilities are supported appropriately and the profile of SEN within departments is raised.

	<p>Students with known additional needs will have targeted reading, numeracy, and ASC interventions on a rolling programme starting after the first half term. SPLD students with qualified need will have targeted literacy support for 2 hours per week.</p> <p>Students with identified gaps in Maths and English will have targeted literacy and numeracy support on a rolling programme throughout year 7</p> <p>At KS 4 students are offered a Supported Pathway offer including non BTEC subjects, Leisure and Tourism BTEC, iMedia BTec and GCSE Hospitality (WJEC).</p> <p>Some EHCP students access a personalised budget for non school based activities - for example swimming or alternative provisions.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>					
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	<p>We use resources tailored to the needs of pupils who require support to access the curriculum - it's an expectation that all powerpoints have non white backgrounds wherever possible to support students with dyslexia and Irlens syndrome and other visual impairments.</p> <p>Curriculum resources include examples of people with disabilities</p> <p>We would like to be a dyslexia friendly school</p>		<p>Plan to be developed for information gathering/CPD needed and resources identified</p>	GR/MHU	Christmas 2021	<p>All teaching areas/displays and resources to reflect training.</p> <p>Teaching of students with identified dyslexia to be observed as using correct strategies.</p>
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Provide suitable access to the physical environment of the school	<p>The school building is DDA compliant and adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● all ground surfaces are level ● the school has to lifts ● Corridor width is good ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Self propelled wheelchairs are difficult to use as most corridors are carpeted. * ● Each classroom (including practical rooms) have work tables that are adjustable - including sinks. ● Currently there are no students using a wheelchair. ● If we have a student who cannot access the building we will make appropriate changes 	Annual review of the physical environment to ensure that all students can access all aspects of school life linked to new students or changes in numbers of disabled students	Termly review of physical environment logged on Provision Map	GR AL	Christmas 21	All students with SEN are able to access the building.
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Ensure suitable delivery of information to pupils with a disability	<p>Communication is tailored to the needs of the individual. This is to ensure that information is easily accessible, and all members of the school community feel welcome and that their voice is valued. Adaptations to communication methods include:</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>SIMS - all information and documentation for students with SEN to be uploaded and shared with all teaching and support staff using SEN files, Quick note and Class information tabs.</p> <p>All up to date SEN information to be shared using Provision Mapping - this will include students passports and student plans and also shared documents such as EHCP's and MSP's.</p> <p>Generic SEN information is shared with all teaching and</p>	CAnnual review of SEN reg and new student needs to ensure that all students can access all information	Round Robin (Provision Mapping) to discover any in class need not known by SEN team	GR	Christmas 21	Pupils with disabilities are able to access information
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	<p>support staff using GDrive All staff SEN folder.</p> <p>CPoms - all relative documents to be shared on CPoms - to be accessible to all teaching and support staff.</p> <p>All internal signage is clear and in large font.</p> <p>Students with clinical needs are offered large print versions of pre printed resources and in some cases exam papers.</p> <p>Students with hearing impairments are supported using seating plans and shared guidance from the Hearing support team.</p> <p>The names of all students with additional needs and relevant support strategies are shared with all teaching and support staff.</p> <p>Students can have a pictorial timetable if appropriate.</p> <p>If appropriate PSHE delivered in a differentiated way to KS4 students as required.</p>					
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