

# Trust Procedure

## Accessibility Procedure



This Trust Policy provides guidance on:

- Accessibility
- Key Principles



# Accessibility Procedure

In accordance with Special Educational Needs and Disabilities Act 2001

## Policy/Procedure management log

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This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- Academy Improvement Plan
- Special Educational Needs Policy

# Accessibility Procedure

## Introduction

Schools in Nova Education trust (NET), in accordance with the Special Educational Needs and Disabilities Act 2001 must prepare accessibility plans. This plan includes: Accessibility, a plan for:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services; and
- improving the delivery to disabled students of written information which is provided to students who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the students or parents about their preferred means of communication.

## Definitions

A 'disabled pupil' is defined as someone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

## Discrimination

A responsible body discriminates against a disabled person if:

- For reasons which relate to their disability, it treats them less favourably than it treats or would treat others to whom that reason does not or would not apply.
- It cannot show that the treatment in question is justified.

## Reasonable steps

The duty to take reasonable steps (to ensure that there is no discrimination intended as an 'anticipatory' duty and does not simply apply once an individual pupil presents him or herself.

## Key Principles

All disabled children should have access to education. Wherever practicable, schools will:

- Advise on the statutory responsibilities of education bodies in the preparation of accessibility strategies and accessibility plans
- Increase the extent to which disabled students can participate in the school curriculum
- Promote improvements in the delivery to disabled students of written information that is provided to students who are not disabled
- Encourage improvement in the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services.
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Torch Schools recognise that many of their students, visitors and staff, whether disabled or otherwise, have individual needs when using school and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they

experience specific difficulties related to accessing education, and the physical environment.

As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

In the light of this schools will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the Academy.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students.

In order to ensure that the educational services it provides effectively meet the needs of disabled students Torch Schools will:

- Consult with disabled students, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate its availability to both students and staff.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.