



Trust Wide Accessibility Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
P. Brook	Trust Board	7.2.22	V001	Feb 2025

Document Properties	
Document Owner	Paul Brook
Organisation	Impact Education MAT
Title	Accessibility Plan

Version History			
Date	Version	Status	Summary of Changes
Dec 21	V1	Draft	
Feb 22	V1	Final	Approved at Trust Board on 7 February 2022

For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Trust Board	M Reddy

Website:	
Yes/No	Yes

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1. The aims of this Policy

1.1 This policy will provide a Trust-wide consistent approach to ensuring equal access for all our pupils/students whatever their specific needs by:

- Increasing the extent to which disabled pupils/students can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information for disabled pupils/students
- Ensuring that the Academy ethos is always inclusive and that unconscious bias is always under review as a means of continually improving our offer to all pupils/students.

1.2 This policy satisfies the requirement for the Trust to comply with relevant legislation and statutory guidance and is based on the following advice from the Department for Education (DfE):

- [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 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. Schools are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. '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.
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#),

1.3 This policy links with the Trust and academies' SEN policies and procedures

1.4 A disabled person is likely to have difficulties in one or more of the following:

- Mobility
- Physical co-ordination
- Manual Dexterity
- Continence
- Ability to lift, carry, move everyday objects
- Speech
- Hearing
- Eyesight
- Memory
- Ability to learn, or understand
- Perception or risk of physical danger

- Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorder, disfigurement



1.5 All our Trust Academies 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 pupils/students can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils/students.

This policy complies with our Funding Agreement and Articles of Association.

2. The Trust's approach to accessibility

2.1 The Equality Act 2010 places a legal obligation on Academies making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA). The Act also places an anticipatory duty on Academies to consider what reasonable adjustments need to be made to improve access to the Academy's services for any stakeholder with a disability, including pupils/students, staff, parents and carers and any other visitors to an Academy, without waiting until the adjustment is actually needed. Therefore, each of our academies will on an annual basis review their Accessibility Plans where intelligence from a variety of sources will be used to address the needs of individual pupils/students and groups of pupils/students/stakeholders.

2.2 This Policy sets out our Trust's duty not to discriminate against disabled students and also the need to make reasonable adjustments to make sure disabled students can play a full part in the social and academic life of all our Trust Academies. An annual audit of the school will ensure that the building, furniture, fittings and equipment and all resources are appropriate and fit for purpose for all our pupils/students.

2.3 Our Trust will treat all its pupils/students fairly and with respect. This will involve providing access and opportunities for all pupils/students without discrimination of any kind. We will adhere to the principle that discrimination is recognised by the receiver rather than the giver.

2.4 Our Trust Policy and Academy Accessibility Plans will be made available online via the school website, and paper copies will be available upon request.

2.5 Our Trust will ensure that all academy staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and issues relating to unconscious bias.

2.6 Our Trust and Academies will seek support from appropriate partnerships to develop and implement their Accessibility Plans.

2.7 We are committed to full and active involvement of disabled people in developing and reviewing arrangements for pupils/students (and staff, parents, visitors) with disabilities. We will consult regularly with all stakeholders (students, parents/carers, regular visitors to our Academies) with disabilities to aid in the development of our Accessibility Action Plans and Procedures. We will take account of their views when making appropriate reasonable adjustments. This consultation process will be ongoing. In addition, as part of our public sector equality duty, we will consult with external voluntary organisations in order to further inform the Action points in our Accessibility Plan.

2.8 Our intelligence gathering to inform Accessibility Plans will extend to review of case studies and academic research into the latest developments and solutions, always testing these out with end-users before full implementation. Our Academies' complaints procedures will cover their Accessibility Plans. Complaints will be used as an important source of intelligence to inform revisions of Academy Accessibility Plans and where necessary immediate changes and adjustments will be made rather than waiting for the annual review.

2.9 This Policy will be reviewed every three years. Academy Accessibility Plans will be reviewed annually with transparent evidence of the process to utilise management information and intelligence to inform revisions of the Plans. Oversight and scrutiny of adherence to this Policy will be undertaken by the Trust Board. Oversight and scrutiny of Academy Accessibility Plans will be undertaken by Academy Governing Bodies.

3. Trust Academy Accessibility Plans

This action plan sets out the Newsome Junior Academy Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current Academy Good Practice	Research and Intelligence to Improve	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success Criteria
Increase access to the curriculum for pupils/ students with a disability	<p>Specific advice for individuals shared through Pupil Care Plans</p> <p>Regular assessment windows provide opportunities to review attainment and progress, with time set aside to adapt teaching and intervention plans at the end of each cycle</p> <p>Comprehensive transition plan in place for each year group as well as transition to Y7 for pupils with Special Educational Needs</p>	<p>Expert advice sought and utilised in the form of reports from, Educational Psychologists, Dyslexia Assessments, medical professionals e.g., specialists, Physiotherapists.</p> <p>Input from Kirklees Physical Impairment Team.</p> <p>Work with the SENDCo to identify needs and professionals who might be involved.</p> <p>Work with Secondary and professionals to make a robust and personalised transition plan.</p>	<p>Regular reviews of individual needs to determine appropriate strategies to implement</p> <p>To ensure all teachers have high expectations of all students through the setting of appropriate work.</p> <p>To gather information about incoming pupils and ensure we can put plans in place to meet their needs</p>	<p>Develop a program of periodic QA to ensure needs are being met in the classroom through high quality teaching</p> <p>Program of CPD for teachers on meeting the needs of SEN students</p> <p>Teaching materials made available that all students can access</p>	<p>DHT and SENDCo</p> <p>SENDCo</p> <p>SENDCo, Y6 teachers and high school transition staff</p>	<p>April 2021</p> <p>Ongoing</p> <p>Start the process in April each year</p>	<p>Increase in access to the curriculum, teachers equipped to fully meet the needs of children with SEN.</p> <p>Improvement in progress and attainment indicators at KS2.</p> <p>Teaching resources and approaches meet students' needs</p> <p>Pupils settle into new year groups and continue to feel part of the academy community</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Visibility panels in all doors • Ramps • Disabled parking bays • Disabled toilets • Widening of student areas 	<p>Advice sought and implemented from Qualified Teachers of Visual/Hearing Impairments – adaptations made to facilities where needed.</p> <p>Specialist advice implemented for individual pupils from the Physical Impairment Team</p>	<p>To explore all sources of capital funding in order to improve access to the physical environment of the Academy.</p>	<p>Use Condition Improvement Fund (CIF) guidance to explore bids for, e.g.:</p> <ul style="list-style-type: none"> • Disabled changing facilities • Improvements to corridors to ease circulation • Library shelves at accessible height 	<p>Site Team</p>	<p>Ongoing</p>	<p>The Academy continues to make the best of resources to improve facilities and access to the physical environment for people with disabilities.</p>
<p>Improve the delivery of information to pupils/ students with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Digital resources 	<p>Advice sought and implemented from Qualified Teachers of Visual/Hearing Impairments.</p> <p>Specialist advice implemented for individual pupils</p>	<p>To develop alternative communication methods to ensure access for all students.</p>	<p>Explore the use of the following in communication around the site:</p> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • Braille • Induction loops 	<p>SENDCo</p>	<p>Ongoing</p>	<p>All students can access information in its most appropriate form.</p>

4. Monitoring arrangements

This policy will be reviewed **every 3 years** by the Operations Director and respective Academy Principal. At every review, it will be approved by the full trust board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils/students with medical conditions policy

Sign off	
Adopted by IMPACT Trust Board on:	February 2022
Chair of IMPACT Trust Board:	M Reddy
Next Review Date:	February 2025