



## Accessibility Policy

<b>Approved by:</b>	Board of Trustees	<b>Date:</b> March 2021
<b>Last reviewed on:</b>	July 2018	
<b>Next review due by:</b>	March 2023 Academy based accessibility action plans to be reviewed on a bi-annual basis.	
<b>Monitoring &amp; Review</b>	Director for Inclusion, Education Directors, Local Governing Bodies, Board of Trustees	
<b>Links</b>	<ul style="list-style-type: none"> <li>• Risk assessment policy</li> <li>• Health and safety policy</li> <li>• Equality and diversity policy</li> <li>• Medical needs policy</li> <li>• Special educational needs (SEN) information report and Policy</li> </ul>	
<b>Staff responsible</b>	Principals, Local Governing Bodies, Board of Trustees	

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## Principles & Values

### Strength through diversity

*In our Trust, we celebrate the rich and diverse communities that make up our academies. Sharing, listening to and respecting each other's views and beliefs make our Trust stronger. We support each other, honouring our different backgrounds, to create a safe and equal environment for all.*

### Ambition through challenge

*We are fiercely ambitious for all our students and challenge them to do their best, every lesson, every day. We check their achievement and progress against the highest national standards. This ensure that we are always looking for ways to improve, and that we insist, relentlessly on the highest standards of teaching and learning. Everyone in the Trust is continually challenged to improve on their previous best.*

### Excellence through curiosity

*Curiosity is the engine of intellectual achievement. In our Trust, we encourage and provoke pupils' curiosity so that they are inspired to seek out new knowledge, learn new skills and achieve excellence. Curiosity is closely linked to empathy, helping us all to develop better relationships. The life of a curious person is never boring!*

## 1. Aims

The Trust is committed to equality in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and those who may potentially join the Trust community, are treated fairly, and with dignity and respect.

## 2. Legislation and guidance

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.

- 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 2014, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition also includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as chronic asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
- 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.

The Trust recognises that it is also unlawful to discriminate by association or perception, e.g. treating someone unfairly based on protected characteristics.

This policy recognises the four types of unlawful behavior:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Every possible step will be taken into account in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

Our staff, Board of Trustees and governors who agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences.

### 3. Policy Statement

Summit Learning Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

To fulfil our aims, we ensure that **reasonable adjustments** are made in order to; reduce and eliminate barriers and access to the curriculum, improve the availability of accessible information for pupils with a disability, and to achieve full participation in the academies communities for both current and prospective pupils, and our adult users with a disability.

Compliance with the DDA is consistent with the Trust's aims and equal opportunities policy, and the operation of the Trust's SEN/D policy. Our settings recognise their duties under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Action Plan.

The Trust also recognises and values both the child's and their parents/carers knowledge of their disability and respects the right to confidentiality.

Person centred tools and approaches are widely used to support pupils and their parents/carers in identifying what's important to them now and in the future. This structure captures the details of provision and reasonable adjustments required within specific activities and experiences. The DfE's Preparing for Adulthood outcomes; employment, independent living, community inclusion and health are also employed to help inform and support personal development targets and focus on the child's interests and aspirations.

Our academies are fully committed to; providing all pupils with a broad, balanced and inspiring curriculum that is differentiated and adjusted to meet the needs of individuals. Our curriculum offer endorses the continued development of a more inclusive curriculum via:

- setting purposeful and ambitious learning challenges and opportunities
- responding to pupils'/pupils' diverse cognitive, social, emotional and physical needs
- quality first teaching
- overcoming potential barriers to learning, participation and assessment for individuals and groups of pupils

#### Activity

Summit Learning Trust has identified the following points for action as part of its ongoing improvement, in order to achieve the above aims:

##### a) Delivery of the curriculum

Practitioners receive ongoing training in making the curriculum; ambitious, engaging, relevant and accessible to all pupils, and are aware of its fundamental importance. The Trust's academies will continue to seek and follow the advice of local authority services, such as specialist teacher advisers, SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to enhance provision, equality and both quality first and specialist teaching approaches.

##### b) Physical environment

Individual academies take into account the needs of current and prospective pupils and other users with physical difficulties and sensory impairments when undertaking and planning for future improvements and refurbishments of their site and premises. This includes the completion of an annual access audit which focuses on a wide range of environmental features including; approach routes, entrances/exits, internal routes, lighting, acoustic treatment, colour schemes, accessible facilities, fixtures and fittings. A three-year action plan is regularly reviewed in support of the findings and recommendations.

### **c) Provision of information in other formats**

Academies are aware of local services, including those provided by the local authority, for providing information in alternative formats when required or requested. Relevant training and resourcing is sought to ensure the alternative approaches are implemented and routinely reviewed.

#### **Linked Policies**

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

- Risk assessment policy
- Health and safety policy
- Equality and diversity policy
- Medical needs policy
- Special educational needs (SEN) information report and Policy

The policy will be made available on the Summit Learning Trust website, and paper copies are available upon request.

Summit Learning Trust is also committed to ensuring staff are trained in equality, diversity and anti-discrimination policy and practice with reference to the Equality Act 2010, including understanding disability issues.

Each academy supports any available partnerships to develop and implement this policy and accompanying action plans.

Our academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be revised more frequently if necessary. Individual academy Accessibility Action Plans will be regularly updated in line with any improvements that are planned for / required to increase access to the curriculum, physical environment and/or delivery of information.

It will be approved by the Board of Trustees

\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to at the next Local Governing Body meeting.