



Accessibility Plan

Approved by:	Board of Trustees	Date: July 2018
Last reviewed on:	July 2018	
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Monitoring & Review	Board of Trustees, Local Governing Bodies	
Links	<ul style="list-style-type: none"> • Risk assessment policy • Health and safety policy • Equality and diversity policy • Medical needs policy • Special educational needs (SEN) information report and Policy 	
Staff responsible	Principals, Local Governing Bodies, Board of Trustees	

Contents

1. Aims	2
2. Legislation and Guidance.....	2
3. Policy Statement.....	2
4. Monitoring arrangements	3

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1. Aims

Summit Learning Trust has a responsibility to make its schools welcoming and supportive to those students with Special Educational Needs and Disabilities (SEND) who currently attend its schools and those that may attend in the future.

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, '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.
- 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. Policy Statement

Our school 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 to access to the curriculum and to achieve full participation in the schools' communities for students and pupils, both current and prospective, 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 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 parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out day to day activities, and respects the parents/carers' and child's right to confidentiality.

Our settings are committed to; providing all students and pupils with a broad and balanced curriculum that is differentiated, adjusted to meet the needs of individuals and their preferred learning styles; and endorses the continued development of a more inclusive curriculum via:

- setting suitable learning challenges
- responding to pupils'/students' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils/students

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 accessible to all pupils/students, and are aware of its importance. The Trust's schools will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Individual settings take into account the needs of students and pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information in other formats

Settings are aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's 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 school Accessibility Action Plans will be regularly updated in line with any improvements that are planned for 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 the next academy council meeting.