Accessibility Policy

ISLE EDUCATION TRUST

Accessibility Policy

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Accessibility Policy

1 Introduction

At IET we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

2 Aims

- To increase the extent to which disabled students can participate in the curriculum.
- To improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

IET will ensure that each Academy's Accessibility Plan has been designed based upon information supplied by the Local Authority/other relevant authorities, and in conjunction with parents, staff and AOC of the Academy and will advise other school documents if changes are needed. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years' period ahead of the next review date.

The Accessibility Plan is structured to complement and support the Academy's Equality Objectives and will be published on the Academy's website. We understand that the DFE will monitor the Academy's activity under the Equality Act 2010 and will advise upon compliance with that duty.

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.

Each academy will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

The Academy Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in 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 within a reasonable timeframe.
b) Improve 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.
c) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

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

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which was originally undertaken by Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Academy towards the end of each period.

Equality Impact assessments will be undertaken as policies are reviewed. The terms of references for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

The Trust's complaints procedure covers the Accessibility Plan.

Appendix 1 – Site Audits

Further Audits Available on Shared Area/Every System:

Approach and Car Parking Audit
Doors Audit
Entrances Audit
Fixtures & Fitting Audit
Horizontal Movement Audit
Information Audit
Lavatories Audit
Means of Escape Audit
Routes and External Level Change Audit
Vertical Movement Audit

Appendix 2 – Accessibility Plan Template

Insert start and end date of plan, e.g. 2021-2023

Vision statement

Comment on:

- *Requirement under the Equality Act 2010 for schools to have an accessibility plan*
- *Purpose of the plan*
- *Definition of disability according to the Equality Act 2010*
- *School aims and values*
- *How the plan links to other documentation and policies*
- *How the plan will be shared*
- *Internal and external monitoring procedures*
- *The plan's focus on the physical environment, curriculum, and written information*
- *Training*
- *Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations*
- *Complaints procedures*

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

1. Improving access to and participation within the curriculum			
To increase the extent to which disabled pupils can participate in the school curriculum Our aim at South Axholme Academy is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.			
Target/Issue	**Strategy/Action**	**Outcome and by when**	**Success Criteria**
2. Improving access to the physical environment			
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.			
Target/Issue	**Strategy/Action**	**Outcome and by when**	**Success Criteria**
3.Improve the access and delivery of written information			
To improve the delivery of information for disabled pupils and parents			
Target/Issue	**Strategy/Action**	**Outcome and by when**	**Success Criteria**

Access audit

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

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Document Control

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