

ACCESSIBILITY PLAN

Document Owner: Director of Inclusion

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Status: Statutory



part of the

Document Type	Accessibility Plan (Trentham)			
Reference/Version Number	CLT-ACC/TA-V1.3			
Summary	Our Academies aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.			
Associated Documents	<ul style="list-style-type: none"> Risk Assessment Policy Health & Safety Policy Special Educational Needs (SEN) Information Report 		<ul style="list-style-type: none"> Supporting Pupils with Medical Conditions Equality Information & Objective Statement 	
Target Audience	All Employees			
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
1.2	Annual review	Sept 2021	
V1.3	Interim Annual Review	March 23	Reviewed and updated actions Page 5

TABLE OF CONTENTS

VERSION CONTROL	2
1. STATUS	4
2. AIMS & OBJECTIVES	4
3. LEGISLATION & GUIDANCE	4
4. ACCESSIBILITY ACTION PLAN	5
5. MONITORING ARRANGEMENTS	6
6. LINKS WITH OTHER POLICIES	6

1. STATUS

- a. Statutory.

2. AIMS & OBJECTIVES

- a. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - i. Increase the extent to which disabled pupils can participate in the curriculum
 - ii. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - iii. Improve the availability of accessible information to disabled pupils
- b. Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- c. Trentham Academy are a highly-inclusive school and provide an accessible curriculum, buildings, facilities and information, this is a core aim within the Academy ethos.
- d. The plan will be made available online via the Academy website, and paper copies are available upon request.
- e. The Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- f. The Academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.
- g. We have included a range of stakeholders in the development of this accessibility plan.

3. LEGISLATION & GUIDANCE

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. This policy complies with our funding agreement and articles of association.

4. ACCESSIBILITY ACTION PLAN

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Increase access to the curriculum for students with a disability	Consider hearing loop availability at key areas within the Academy.	Director of Inclusion to use advice gained from the 'National Deaf Children's Society' to support hearing loop use at key academy locations.	Director of Inclusion	February 2022	Hearing loops will be installed in key locations, such as reception areas, open plan classrooms and assembly halls.
	Consider a highly differentiated PE curriculum for children with physical disabilities, including use of specialist equipment.	Director of Inclusion to work with the Inclusive Learning Service, the Occupational Therapy Service	Director of Inclusion	July 2022	All children with SEND / Disabilities will have accessible and specialist equipment to enable them to have their developmental needs met.
Improve and maintain access to the physical environment	Consider adaptations to student toilets (for example, wider doors, lower level sink, soap and towel dispenser)	Director of Inclusion, working with the Executive Director for Estates & Risk to consider the wider use of adaptive equipment across sites.	Director of Inclusion / Executive Director (Estates & Risk)	July 2022	Students with disabilities are able to access the main student toilets and the facilities within them.
	Make changes to the Disabled Parking facilities on the main car park.	Director of Inclusion to liaise with the Executive Director for Estates & Risk to facilitate changes to Disabled Parking.	Director of Inclusion / Executive Director (Estates & Risk)	December 2021	Parents / Carers, staff/visitors to the Academy who have additional parking requirements will be able to park closer to the main reception.
	Enhance access to catering facilities to improve options for students	SLT and Site Manager working with the Executive Director for Estates & Risk and Director of Inclusion to develop outdoor, covered catering area accessible to all.	SLT/Site	February 2023	Students have access to both an internal and external catering and social area, which can be accessed easily.
Increase availability and access to ICT and technology for students with visual impairments	Larger computer screens to support the learning of students with visual impairments	IT Director to investigate the use of assistive technology for students with visual impairments	ICT Director	May 2022	All students with a visual impairment will be able to fully access larger moveable screens and technology to support their learning.
Improve access to Academy information, both paper based and online.	All Academy information to be made available in a variety of languages and in braille.	Director of Inclusion to arrange for translation services to work with the CLT to give access to key Academy information.	Director of Inclusion	May 2022	All stakeholders, regardless of language or disability will be able to access Academy information both paper based and electronically.
Consider future Estates planning to most effectively improve facilities available to students	Consider options to develop the academy facilities, working with SOTCC Estates Team	Headteacher and Executive Director for Estates & Risk development programme with SOTCC	Headteacher and EDER	May 2023	Feasibility study will be completed, including DDA assessment, to inform future capital programmes.

5. MONITORING ARRANGEMENTS

- a. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

6. LINKS WITH OTHER POLICIES

- a. Risk assessment procedures
- b. Health and safety policy
- c. Equality information and objectives (public sector equality duty) statement for publication
- d. Special educational needs (SEN) information report
- e. Supporting pupils with medical conditions policy